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ABSTRACT

In the summer of 1970, ten projects served a total of 1,200 migrant students ranging from pre-school toddlers to teenagers in the 8th grade. The greatest concentration was in the early elementary grades. Most of the students were of Mexican descent and from the lower Rio Grande area of Texas. Program objectives were to: improve the child's language and communication skills; increase active participation in the total learning environment; increase pride in the child's cultural heritage; provide an environment promoting active communication and exposure to work alternatives which encouraged socially and economically self-sufficient citizens. Major emphases were language arts and the improvement of the student's self-image or self-concept. Project aides were used to give students more individualized attention. Music, art, physical education and recreational activities, and health and nutrition activities were also provided. Most of the projects made an effort to encourage community and parental involvement. The program was evaluated using some 15 instruments (i.e., parent and community interviews, achievement tests, and questionnaires) and participant observations. Evaluation findings indicated that the program was successful in achieving active student involvement in the total learning environment, in contributing to student competence in English language communication, and in maintaining the interest of students in school. (NQ)

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MIGRANT EDUCATION IN MONTANA:

An Assessment of the 1970 Summer Program

By

William R. Lassey

and

Frederick Driscoll

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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William R. Lassey
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Chapter I

INTRODUCTION
MIGRANT EDUCATION IN MONTANA

Approximately six thousand migrant workers and families enter Montana each summer to work in the sugar beet and bean fields of the Yellowstone Valley. They hoe, thin, and sometimes cultivate sugar beets and beans, normally remaining in the valley for six weeks to two months.

Montana is eligible to receive grants from Title I of the Elementary and Secondary Education Act to provide special summer educational programs for children of the workers. The program is administered by the Office of the State Superintendent of Public Instruction with funds from the U. S. Office of Education. The summer schools rely largely on local project directors, instructors, physical education directors, cooks, and bus drivers, as well as project aides (high school and college youth) to carry on the programs. Altogether about 200 people are employed.

In the summer of 1970 ten projects were in operation at Fromberg, Billings, Worden, Hardin, Hysham, Rosebud, Kinsey, Terry, Glendive and Sidney. The schools ranged in size from the smallest in Kinsey with approximately 45 children, to the largest in Sidney where there were up to 195 on rainy days. The total enrollment was approximately 1,200 students. Age levels ranged from pre-school toddlers to teenagers in the seventh and eighth grade; the greatest concentration fell in the early elementary grades.

The program arose from a recognition that these children are among the most educationally deprived group within the school age population of Montana and of the entire country.[1] Only the American Indian is

more deprived. Most of them are from the lower Rio Grande area of Texas, and are of Mexican descent. Many grow up speaking only Spanish (often a sub-standard dialect) in the home and do not learn English until they enter school.

A great many live in severe poverty in their home environment with accompanying poor nutrition, inadequate clothing, and wide spread disease. They are often culturally alienated from the Anglo-American middle class environment in which they live and go to school. On the average they are two to three years behind their age group peers in school achievement by the time they reach grades six to eight. They often leave Texas in mid-April and do not return until late October, missing up to three months of the regular school year.

General Problems of the Migrant Worker in Montana and in the United States

There were roughly 276,000 migrant workers accounted for in 1969; 85% of these were Spanish Americans.[2]

Families are usually very large with an average of approximately six children. Family units are generally strong and tight knit, in part because they tend to exist as a unit apart from a community setting for a long period of the year.

Housing is generally inadequate and overcrowded because of the large families and the fact that relatives or friends often travel with a family. They have a very low educational level seldom reaching beyond the eighth grade and averaging about fifth grade. One study in Oklahoma indicated that no more than 5% of the migrants surveyed had reached the high school level.[3]

The migrant youngsters tend to be passive in school just as their parents are passive in Anglo-American society. They are present-time oriented with little apparent concern for future rewards from present investments in education.

They come from a very limited cultural environment within the communities where they live during the winter months, and are often isolated from the surrounding culture when they are migrating and working away from home. They are usually highly mobile and stay only a short time at many of the sites where they do farm work.

Among the most profound problems that face them is the language barrier. Some studies have shown that only one third of the Mexican-American migrant workers speak fluent English.[4]

Their problems are of particular concern at this point in time because mechanization is taking over many of the jobs that migrants have performed. There is an increasing demand for higher educational levels among the farm workers employed even on an occasional basis because of complex machines and higher skill demands by farmers.

The Migrant Education Program

In past years the program in Montana has tried to accomplish four objectives:

(1) Health improvement: A nurse is employed to schedule physical examinations, refer children to doctors and other specialists for attention, including eye examinations, tonsillectomies, treatment of skin diseases, removal of body lice and treatment of other health problems arising from poor nutrition.

(2) Oral and written language: Special effort is made to build the child's competence and confidence in oral and written English language. The problems encountered in meeting the second objective are severe, since the youngsters range from pre-school age up to fifteen years and older and have widely varying English language capability.

(3) Curriculum Enrichment: A major effort has been to provide curriculum enrichment through such activities as art, music, crafts, recreational games, athletics, swimming, and field trips. These experiences should help the child gain a wider understanding of his environment and a greater appreciation for those things which can lead to a richer life.

(4) Active school participation: Since the youngsters are often passive in school, partly because of language problems and lack of confidence, strong emphasis is placed on getting youngsters actively involved.

Fundamentally the program has tried to broaden the migrant child's contact with the world in which he lives by motivating him educationally and vocationally and by helping prepare him for a happy and productive life in the society of which he must become increasingly a part.[3]

The program has been in operation on a continuous basis since 1967 and has served approximately 4,000 children.*

Planning for the program usually begins in the fall shortly after the previous summer program is complete. The teachers and project directors

---

*Four thousand children were enrolled during the program, but some of the children have come back year after year; thus, the number of different children involved has been somewhat less than 4,000.

are ordinarily recruited during January and February, and are usually from the Yellowstone Valley communities in which the programs operate. However there are certain recruiting problems in the smaller towns, and as a consequence some teachers come from larger towns to work in the smaller schools.

The training program for staff in past years has been largely devoted to lectures by experts on the background of migrants and migrant children, operating procedures for the projects, and lectures with discussions on the content areas of the curricula. These elements of training were retained in 1970, although with less emphasis on lectures. There was a greatly increased emphasis, however, on effective functioning of the project teams, communication processes in the program, inter-staff collaboration, and creation of a climate in the schools that would encourage staff members to be creative and innovative in working with migrant children.

An intensive laboratory method of learning was employed, to encourage openness, honesty, trust, effective problem-solving, and full utilization of staff resources. The training process used was a fairly radical and innovative departure from previous training programs.

Overview of the Goals and Program for 1970

The program objectives as outlined by project directors and staff are listed below.

Improvement in language and communication skills, as defined by instruments given at the beginning and at the end of the program.

Active and increased participation in the total learning environment, as defined by observation of behavioral change.

Increased pride in cultural heritage, as shown when the student volunteers his background, family customs and practices.

To provide an environment promoting active communication and exposure to work alternatives which should encourage socially and economically self-sufficient citizens.

Sub-Goals:

To obtain community involvement as a breakthrough across racial and social barriers.

To develop pleasant feelings in the children toward educational process, as an incentive to continue learning.

To provide a variety of life's experiences and increased social awareness.

To provide a wholesome, comfortable and relaxing atmosphere so that all learning materials can be used to the optimum.

To enlarge individual perspective and judgment so a child can have greater success in forming decisions.

To overcome some of the deficit in knowledge that migrant children experience.

To create good will and understanding between the two cultures by exposing the children to our environment.

To have the Migrant Program contribute to education generally, including change in teacher participants.

To foster professional and personal growth in program staff members.

To help individual teachers provide new learning experiences; to evaluate and share them.

To encourage a synthesis of subject matter which will help the children adapt to societal needs and increase internal development of self-image.

To encourage correlation of experiences and concepts derived in Texas with the curricula in Montana.

To explore a variety of vocational opportunities.

The major curriculum emphasis was language arts. Most schools devoted a substantial portion of each day to language activities. Many of the other activities were designed to encourage use of oral and written English.

A special language arts consultant was available to work with staff members in several projects. This person has since prepared a language arts curriculum guide based on experience over two years with the migrant program, and which might serve to assist future programs in a more satisfactory language arts effort.[6] In addition to the special consultant several Mexican American teachers served as resource people in all facets of the programs, but particularly in helping design the curriculum to meet unique migrant children needs.

In two projects a type of language teaching material new to the Montana Migrant Program was used experimentally (called the Sullivan series). It was based on individualized work and had a strong self motivating emphasis. This is the most highly structured reading development program that has been used in the migrant program up to this time.

The second major emphasis based on the project goals was the improvement of the self-image or self-concept of the youngsters. Specific activities designed to effect improved self-concept were in the context of individualized attention. This was much easier in projects where classes were relatively small and teachers had time to provide individual attention. Project aides were used to give youngsters more individualized attention than would have been possible with only one teacher available in the classroom. There was a constant emphasis on enabling the

youngsters to achieve success through the media of art, music, physical education, and other activities.

There was some emphasis on mathematics, but without systematic instruction. Rather it was designed as a part of other activities, to give the youngsters experience with simple mathematics at their grade level.

Field trips were one of the important activities directed to increasing self-image and confidence. These ventures outside the classroom were also intended to provide curriculum broadening and enrichment, since many of the youngsters had not heretofore observed and experienced the opportunities offered by field trips. It enabled them to examine future job possibilities by visiting business eatablishments such as banks, bakeries, radio stations, barber shops, and supermarkets. Trips were intended to help them understand better how modern society functions and to provide new experiences in that society. It also provided opportunities to use the language of the community, to ask questions, and to find out more about the people in communities where their parents work.

A number of films were used in most projects. These often had entertainment value but served also to broaden the understanding of youngsters as well as to provide new language experiences.

The art program was designed to encourage and develop creativity in the children, but also to enable use of hands to make things they could take home for parental examination and reaction. It gave youngsters an opportunity to produce something that was uniquely theirs, and should therefore serve to enhance their feeling of satisfaction with doing their "own thing."

Physical education and recreational activities provided an opportunity for energy outlet, and for improvement of coordination and physical skill. Swimming particularly tended to improve attendance, since it was by far the most popular activity in the program for a great many of the children. Since the weather was hot during this time of year, it also provided some refreshment, a means for encouraging baths without telling them they were dirty, and enabled the children to be more comfortable when they returned to the school situation.

The health and nutrition activities were the responsibility of a school nurse and a group of cooks, who attempted to insure that breakfast and lunch were nutritionally balanced, somewhat compensating for the often inadequate meals served by tired mothers who worked in the fields all day. Most children received physical examinations; if there appeared to be problems they received dental and eye examinations as well. In some instances surgery was performed when very severe medical problems were discovered.

The music program was intended to provide support to the language activities and to give the youngsters experience in group collaboration and individual self-expression. Many of the songs were typical American musical forms and enabled the students to learn lyrics in English; they could also learn about instruments that would enable them to appreciate the musical activities of contemporary America. The youngsters also learned and sang (or taught the teacher!) a number of songs in Spanish.

The Project Aides

Many of the project aides were bilingual, and in a few projects, were migrant teenagers. They assisted in the classrooms, rode the buses, and

occasionally substituted for teachers. Their presence allowed for considerably greater individual student attention than would otherwise have been possible.

The Sidney project undertook an experiment with teenage migrant aides. Each of them was given an opportunity for approximately one and one half hours each day to work in a local business establishment. For example, one boy worked in a local supermarket; a girl worked in a beauty shop; another girl worked in a clothing store, and so forth. This provided exposure to non-migrant activity and gave the teenagers some vocational training in an occupation which would quite likely pay better and be more permanent than the migrant work activity in which their parents were engaged. The experience also served to enhance project contact with the community since most of the business establishments served a wide range of local citizens. The young people met community leaders and had an opportunity to help increase the local citizen understanding of the Mexican-American.

Additional Efforts in 1970

There was a deliberate effort in the summer of 1970 to encourage community and parental involvement in most of the projects. Most projects held a "fiesta" or program to which community members and parents were invited. A very high proportion of the parents came to several of these programs and quite often a significant number of community members attended as well. A Mobile Television unit, which had capacity to make video tapes in the classrooms, was used as a way of exposing parents to the activities of the youngsters in the school. The Unit would park in a location where

there were significant numbers of migrant workers nearby and show the video tapes. Notices about time and location were sent home with the students. Attendance was sporadic at several of these showings, but later in the program, there was often a very high percentage of the parents present. Field trips and the recruitment of students also served to involve community members in various ways.

An innovation this year was a dramatics program in two of the schools conducted by a specialist in creative drama. The youngsters wrote their own plays under the guidance of the consultant, produced the plays and then performed them before an audience of parents and other students in the school. Significant language experience, and opportunity for increase in self image, were clearly evident.[7]

In addition to this type of activity the same consultant worked in the evenings with teenagers who were not involved in the educational program. They often began the evening by playing sports such as football or volleyball, moved to dancing later in the evening, and usually concluded with a special program of discussion, creative dramatics, or communication training. This was designed to provide a social opportunity for teenagers in a somewhat alien environment, as an outlet for expression and an opportunity to practice language skills.[8] The teenagers expressed a very strong interest in securing language help, as well as a need for opportunities to gain new vocational experience.

A highly significant part of most migrant schools were the nursery and pre-school programs. Youngsters were included from less than a year old to first grade. For the very young it was largely a nursery school situation in which the youngsters engaged in conversation to help

them learn English, or otherwise played games which would increase their physical or conceptional skills. For the older children in pre-school classes heavy emphasis was on development of verbal English skills. Personal hygiene and cleanliness were stressed at all ages.

For all the children there was some opportunity for increased understanding of their Mexican-American heritage. The intent was to help increase the youngsters respect for their own customs, behaviors and belief systems, while helping them to understand the contrasting more typical Anglo-American cultural heritage. An important element of this process was the opportunity afforded youngsters to teach the staff about their own cultural background. They were usually quite willing to talk about their family life, social problems, and the unique characteristics of the Mexican-American culture. This effort was enhanced by the presence of four Mexican-American teachers, one of whom represented the Texas Education Agency and traveled from project to project as a consultant, while the other three were regular teaching staff members in several of the schools.

FOOTNOTES

[1]Schmur, James O. A Synthesis of Current Research in Migrant Education, New Mexico State University, May 1970, p. 2-4.

Grebler, Leo; Moore, Joan W.; and Guzman, Ralph C. The Mexican-American People, New York: The Free Press, 1970. pp. 142-179.

[2]Ibid., Schmur, p. 1.

[3]Ibid., p. 3.

[4]Ibid., p. 3.

[5]Harris, Thad. "The Migrant Children Program," mimeographed, 1969.

[6]Staiger, Karen. "A Language Curriculum Guide for the Migrant Education Program," Migrant Education Program, Office of the Superintendent of Public Instruction, Helena, Montana, 1970. (unpublished report)

[7]McWilliams, Barry. "A Review of the Evening Teen Projects of the Migrant Children Program for Summer 1970," (unpublished report), and "Creative Dramatics in the Classroom." (unpublished report)

Chapter II

THE EVALUATION PROCESS

A modest evaluation has been undertaken each year since the program started in 1967, but previous efforts were generally not as detailed or as well-funded as during 1970. Because of the relatively short period in which migrant children are in summer school programs in the various states where they appear, few efforts have been made to attempt systematic measurement of educational impact. The evaluation team was therefore required to select or design methods and measures without benefit of extensive previous work as a guide.

Any adequate evaluation would demand that there be something specific to evaluate--that is, educational objectives defined in very specific terms. An early effort was made during staff training sessions to define the goals (outlined in the previous chapter). The evaluation effort was therefore geared to secure specific information with respect to goal attainment. More precisely stated, the evaluation goals include:

1. To understand the migrant worker situation, problems and potentials.
2. To understand how the migrant education program functions, the overall goals, and individual and project goals, and how these mesh with migrant children needs.
3. To determine the mechanism, methods, strategies for meeting program goals.
4. To measure objectively when possible, and subjectively otherwise, training methods and other strategies for meeting goals, including degree of goal realization.
5. To determine impact of the program on people affected - students, teachers, parents, administrators and the community locale.

6. To feed back the knowledge acquired to the participant administrators, teachers, and the public so as to provide a basis for program improvement in the ensuing years.

7. To analyze, interpret and suggest applications of the findings to creative development of the program.

Evaluation of progress in a short term educational program with flexible student population is no easy task. The measurable behavioral change in youngsters or teachers during a period of one month is modest at best, and to design or use instruments that will capture this minimal change is a formidable challenge. This was of course obvious in advance of any field work, and led the evaluation team to use a variety of measures in an effort to detect whatever change occurred.

The task was approached from several vantage points:[1]

1. Preliminary and final measures were used on children to detect any significant changes in the principal areas of concern--language competence and self-concept variables. These measures also provide base line information in language capability and in personality adjustment characteristics.

2. Preliminary and final measures were used with teachers and other staff, to see how they were affected by the training program and the experience of working with migrant children. These measures attempted to detect teacher morale, attitudes towards students, attitudes towards the administration of the program, attitudes towards education, philosophy of human nature, and evaluative opinions about most elements of the program. Again these provide base line measures on all teachers and administrators and with a selected sample of other staff.

3. A detailed interview, using open-ended questions, was undertaken with all teachers, administrators, and a selected sample of other staff. The interview was designed to secure feedback on feelings about the training program, the functioning of each project team, adequacy of administration, and a number of other variables.
4. A sample of parents were interviewed to discover how the parents of children in the program felt toward migrant education. These were relatively short, open-ended interviews so as to minimize the language difficulty and interference with work in the fields.
5. A sample of community members were interviewed to measure attitudes of the farmers who employ migrant workers, and attitudes of some community leaders, toward the migrant education program. Some of the questions were open-ended, while others were structured so as to secure specific attitudes about certain issues related to migrant education.
6. Considerable time was devoted to participant observation during training, the school programs, and in other activities related to the migrant education effort.

Altogether some 15 instruments were used in addition to the participant observation experience. A discussion of each instrument will be undertaken during the analysis process when the results of the measurements are reported.

Three staff members were involved in field work and data analysis, and were in the field with some element of the migrant program from the time it began until the final week. This enabled observation of all phases of the program operation and provided a fairly complete view of the total effort.

CHART II - 1

Evaluation Design

MEASUREMENT INSTRUMENTS	PRE	MID-PROGRAM	FINAL
Staff			
Purdue Teacher Opinionnaire	x		x
Education Scale VII	x		x
Education Scale I	x		x
Opinionnaire on Attitudes Toward Education	x		x
Philosophy of Human Nature Scale	x		x
Mid-Program Interview		x	
FIRO-B (Administrators only)	x		
Students			
California Test of Personality	x		x
Sentence Completion Form	x		x
Multiple Choice Sentence Completion Form	x		x
Zip Test	x		x
Training Evaluations			
Phase I	x		
Phase II	x		
Phase III	x		
Phase IV (Mid-Program)		x	
Phase V			x
Parent Interviews		x	
Community Interviews		x	
Participant Observation	x x x x	x x x x	x

There were undoubtedly important details of the program which evaluators did not have opportunity to observe adequately. For example, evaluators did not spend as much as a full day in any single classroom, or more than one day at a time in any single project. Some important events were missed that would have helped to gain a more adequate picture of principle achievements, or possible deficiencies, of the projects. Time and budget limitations made it necessary to rather carefully delimit activities.

Analytical Problems

Several factors require special interpretation of the data. Many teachers and students have been in the program for a period of three or four years, since 1967 when migrant education was instituted in Montana. Both teachers and students with previous program experience have developed certain expectations and attitudes toward the program which will certainly affect the evaluation during any one year. For example, it becomes quite evident that students who have been in the program before are much more at ease and often more advanced academically than new students. A number of parents come to the Yellowstone Valley area specifically because of the migrant school. Many of the youngsters may be unique as migrants; that is, their parents are education oriented and are interested in advancing their children by taking advantage of all such opportunities.

Teachers who have been in the program more than one year are aware of the long days and six-day weeks. Many of them have come back year after year because they gain deep personal satisfaction from the work, rather than because of the pay involved (which is slightly less than the average daily pay for teachers in Montana).

A very important issue affecting the results is mobility; some of the children arrived late while others left early. This meant that our sampling effort could not be as perfect as we would have liked. Some of the students measured at the end were not present when the first measurements were taken. Similarly some of the students who might have done exceptionally well or very poorly in the program left before the final measurements; results are based on the assumption that such mobility was random. It was not feasible to undertake final measures before any students departed, even if it had been possible to know their scheduled departure time.

Some of the teachers and aides did not participate in the training. Since in this case the training was a very intensive activity and was designed to have a significant impact on the program, the fact of failure to participate in training, or partial participation, could very well have an impact on findings.

Each of these analytical problems would tend to eliminate or diminish significant differences between the initial and final measurements.

It should be clear that the purpose of this evaluation was not to evaluate the details of substantive content in classroom instruction or program operation. No detailed observations of teachers were made in the process of instructing. Rather our primary purpose was to measure student and staff change in feelings, attitudes and behavior during the program.

The only curricular measurement had to do with language and communication facility, since increased skill in these areas was the primary goal of the program.

Use of Statistics

Several kinds of formal statistical tests might be applied to the measurement data. The populations of students and staff in 1970 were all included in the measurements ($\frac{1}{2}$ in preliminary measurements and the other $\frac{1}{2}$ in final measurements); it is therefore appropriate to report the average scores obtained, without application of complex statistical tests. This allows the reader to draw his own conclusions about the "significance" of the findings. The 1970 "sample" of students and staff could be considered part of a larger population comprising program participants from 1967, 1968, 1969, 1970, etc. However the 1970 group could not be considered a randomly selected sample from those years, and therefore statistical inference would be hard to justify.

Small sample sizes within projects, for both students and staff, create serious questions of appropriatenss in application of statistical tests on a project by project basis. Yet, there is clearly significant variation between projects on many of the measures. It is obviously important to examine the results by project to understand the scores for the total program.

The decision was therefore made to report scores and draw inferences about program impact without reporting detailed statistical test results. Further work on the data for theoretical and other scientific purposes would certainly require more detailed statistical treatment and will be undertaken at the appropriate time.

FOOTNOTES

[1]Copies of the specific instruments used are reproduced in Appendix A.

Chapter III

THE MIGRANT CHILD IN MONTANA: 1970

The children involved in the migrant education program during the summer of 1970 clearly made considerable progress. The quantitative measures and direct observation suggest that the program is having a significant and measurable impact on the youngsters who enter the summer schools throughout the Yellowstone Valley in Eastern Montana. The degree of progress seems to vary somewhat by schools; that is, some project schools seem to make particularly strong contributions in the cognitive or subject matter area (particularly in increasing language facility), while other schools were more successful in improving self-image or self-concept, or in increasing the skills of the youngsters in the music, art, health, or vocational areas.

In no cases do we find a basis for severe criticism of a particular project on the basis of student progress. It is important to note that the sample size and observations were limited in scope at each project, and therefore conclusions must be somewhat tentative with respect to any particular project site. Because of the larger sample, and a more detailed overview by the evaluation staff of the entire program, the total results can be treated more confidently.

As noted briefly in Chapter II, four principle quantitative measures were used with children in addition to direct observation. These measures were designed primarily to secure information on student progress in language capability, on self-concept or self-image, and on feelings about schools. No direct quantitative measures of the progress in subject

matter areas were undertaken other than in language; rather, evaluative data relies on direct observation, conferences with teachers and discussions with other program staff.

The Self-Image or the Self-Concept of the Migrant Child

One of the assumptions often made about migrant children is that they have a low self-image or self-concept. That is, they do not have a high degree of confidence in themselves, nor do they respect their own ability to be successful in interpersonal relations, social relations, or in education. One of the goals of migrant education has therefore been to improve the self-concept of the child by helping him to gain more confidence, respect his own ability, and to achieve enough success so that he gains a feeling of confidence and an ability to function in American society.

On the other hand studies of migrant people indicate they have a relatively strong family group, and within the migrant culture the youngsters seem to function quite effectively. The self-image problem arises only when the youngster moves from his own family or peer group into the main stream of American society as exemplified by the educational system.[1]

The program goals were intended to build on the strength of the family unit by giving the youngsters enough individual attention, concern from teachers, and feeling of success that they could leave the summer program having gained increased confidence in their own ability to be successful in school and society.

The primary instruments used to measure the program impact in self-concept were the "California Test of Personality" and a "Sentence Completion Form." The California Test of Personality has been widely used in many school systems. Its specific purpose is to identify and reveal the status of certain highly important factors in personal and social adjustment. The theory underlying the tests suggests that capacity, skill, and achievement, important as they are, do not constitute a complete picture of a functioning personality. Personality is not viewed as something separate from ability or achievement but rather includes them.

Reactions to a variety of questions are obtained to detect specific tendencies to think, feel, and act. The personal adjustment measures reveal self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. The social adjustment items measure social standards, social skills, anti-social tendencies, family relations, and school relations.

For the purposes of program evaluation the concern was with those dimensions of the test which were measures of self-concept and feelings about school; that is, how does the student view himself in relation to other people, the school, teachers, and the general social situation around him.[2] One-half of the students eight years and older were randomly selected to take the California Test during the first week of the school program; the remaining one-half took the final test. It was administered to small groups of students using an overhead projector. So that the inability to use language would be minimized, each item was read and located on the test form for the youngsters, on a standardized

basis at each project. One-hundred-forty students took the test on the first administration and 110 took the final test. (A considerable number of students had "migrated" before the final administration).

Part of the test asked specific questions about the school. In six of the projects the responses of the children were based on their early experience in the migrant program. In the other four schools, as a control measure, they were asked to answer in terms of their school back home in Texas, rather than the migrant school. This approach was designed to discover whether or not they perceived the migrant school as more or less attractive than the home situation.

Two analytical approaches are used. Total average scores or profiles were obtained early in the program and later in the program from all projects; these are used to determine changes in composite scores and within sub-categories. The second approach was to select those items from the total test which relate most directly to the migrant education program. A group of these items relate specifically to feelings about school while another set examine the self-concept. These are analyzed for the total program and by individual projects.

Personality Characteristics: The California Test

Both personal and social adjustment scores decrease from the beginning of the program to the end across all projects, as does the total adjustment score. However Glendive and Rosebud show gains on total Personal Adjustment.

On those factors contributing most to a strong self-concept (Self-reliance, Sense of Personal Worth, and Feeling of Belonging) there is a

slight loss on each factor overall. Only Hysham and Kinsey show a gain in Self-Reliance; Billings and Glendive show some increase in Sense of Personal Worth, while Rosebud and Glendive show gains in Feeling of Belonging. On the basis of twelve specific items most related to Self-Concept, Hardin also shows progress in a positive direction (see Table III - 3).

Billings, Hysham, Rosebud and Terry show increases in Social Adjustment. Among the five factors contributing to Social Adjustment, Hysham and Rosebud show increases in Social Skills; Glendive and Hysham increase slightly in School Relations, while Rosebud increases substantially in this respect. Profiles are also available on social standards, anti-social tendencies and community relations but these factors probably less related to the goals of the migrant and are not discussed here. (See Appendix B, Table I, for detailed results).

Table III - 1 contains rankings of schools on final measures of personal adjustment. On the Self-Reliance index Kinsey, Hysham and Worden rank high, while Glendive, Rosebud and Sidney rank low; the other projects range in the middle. On the Sense of Personal Worth factor, Glendive, Hysham, and Billings rank high, while Fromberg and Terry rank low. On the Feeling of Belonging index, Rosebud, Kinsey and Glendive rank high, while Sidney, Fromberg and Worden rank low.

These rankings are shown adjacent to Total Personal Adjustment indices and Total Adjustment indices (the composite of all personal and social adjustment measures). None of the schools are consistently high on all key indices, nor consistently low on any of them. However, the tendency is for Rosebud, Hysham and Kinsey to rank relatively high

TABLE III - 1

RANK ON PROJECTS ON KEY FINAL MEASURES OF PERSONAL ADJUSTMENT

Rank	Total Personal Adjustment	Self-Reliance	Sense of Personal Worth	Feeling of Belonging	Total Adjustment
1	Rosebud	Kinsey	Glendive	Rosebud	Rosebud
2	Hysham	Hysham	Hysham	Kinsey	Hysham
3	Kinsey*	Worden	Billings	Glendive	Terry
4	Billings	**Billings Hardin	**Hardin Rosebud	Billings	Billings
5	Hardin			Terry	Hardin
6	Glendive	**Fromberg Terry	Kinsey	Hardin	Worden
7	Terry		**Sidney Worden	Hysham	Glendive
8	Worden	Glendive		**Sidney Fromberg	Fromberg
9	Fromberg	Rosebud	**Fromberg Terry		Kinsey
10	Sidney	Sidney		Worden	Sidney

*Based on only three responses
**Tied

on Personal Adjustment, while Worden, Fromberg and Sidney are relatively low. Billings, Hardin, Glendive and Terry are quite consistently in the middle rankings.

The pattern on Social Adjustment changes only slightly, with Terry moving up and Kinsey dropping to a low ranking (see Table III - 2). Taking into account all adjustment factors (some of which are only remotely related to the goals of the Migrant schools), Rosebud, Hysham and Terry are at the top, and Fromberg, Kinsey and Sidney are at the bottom. Billings, Hardin, Worden and Glendive fall in the middle ranks.*

Another approach to examination of these profiles is in terms of national norms for students taking the California Test. On this basis, the Migrant youngsters in the summer program score in the 20th percentile for Personal Adjustment on both preliminary and final measures. This means that they are in the lower 25 percent of U.S. school students. They fall in the 30th percentile on Social Adjustment, or in the lower 35 percent of U.S. students. They are also in the 30th percentile on Total Adjustment. This finding is not surprising in view of what we know about personal and social problems among migrants, and serves to reinforce the notion that special attention to their needs is in order.

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*It is important to emphasize that these ranks are useful for comparative purposes, but should be treated with caution. Final results for several of the projects are based on very small samples (particularly Glendive, Hysham, Kinsey and Rosebud) and may not be entirely reliable. See Appendix B for the complete set of average scores on all factors for each project.

TABLE III - 2

RANK OF PROJECTS ON KEY FINAL MEASURES OF SOCIAL ADJUSTMENT

Rank	Total Social Adjustment	Social Skills	School Relations	Total Adjustment
1	Rosebud	Hysham	Hysham	Rosebud
2	Hysham	Rosebud	Terry	Hysham
3	Terry	Terry	Rosebud	Terry
4	Billings	**Worden Kinsey	Worden	Billings
5	Worden		Sidney	Hardin
6	Hardin	**Billings Hardin	Billings	Worden
7	Fromberg		**Fromberg Glendive	Glendive
8	Glendive	**Sidney	**Hardin Kinsey	Fromberg
9	Kinsey*			Kinsey*
10	Sidney	Glendive		Sidney

*Based on only three cases. Kinsey was a small project and lost most of the student population before final tests were administered.

**Tie

There are a few exceptions to the generally consistent ranking of projects by average adjustment scores. For example, on personal adjustment Fromberg goes from number one rank at the beginning to a ninth place rank at the end. Rosebud moves from an eighth place rank at the beginning to a first place rank at the end. Terry begins in third place and ends up with seventh place ranking. Glendive starts in the tenth place rank and ends in sixth place.

On social adjustment scores, Kinsey begins in second place and drops to ninth; Fromberg starts at second place rank and goes to seventh. On the other hand Billings starts at eighth and moves to fourth, while Rosebud starts at tenth and moves to first. Sidney starts in fifth and moves to tenth.

Similarly, there are a few exceptions to the consistency of the project rankings on the final adjustment scores. Fromberg starts in first place and finishes with the rank of eight. Kinsey starts with a rank of second, ends with the rank of ninth. On the positive side Billings starts with a seventh place rank and goes to fourth. Rosebud starts with a tenth place rank and moves to first. The other projects generally hold very close to the same rank on initial and final measures.

Self-Image or Self-Concept - Item Analysis (See Chart III - 1 for items used)

There is wide variation between projects, not only in the kinds of results obtained but also in the initial levels of self-concept. The tendency is toward a negative change in self-concept overall. However, Glendive and Rosebud move in a positive direction, while Fromberg, Terry and Worden tend rather strongly in the negative direction.

Billings, Hardin, Hysham, Kinsey and Sidney score about one-half negatively and one-half positively on the selected self-concept items (see Table III - 3).

Some of the schools began the program with a group of students who generally seem to have a very high sense of confidence and a very positive view of themselves. This is particularly true in Terry, Worden and Kinsey. Sidney, Glendive, Hardin, Rosebud and Hysham began the program with groups of students scoring relatively low on self-concept.

CHART III - 1

SELF CONCEPT QUESTIONS*

1.	Do the children think you can do things well?
2.	Do the other children often do nice things for you?
3.	Do you have fewer friends than other children?
4.	Do most of the boys and girls like you?
5.	Do your folks think that you are bright?
6.	Can you do things as well as other children?
7.	Do people think that other children are better than you?
8.	Are most of the children smarter than you?
9.	Do you need to have more friends?
10.	Do you feel that people don't like you?
11.	Would you rather watch others play than play with them?
12.	Is it hard for you to talk to new people?

*Students are instructed to circle "yes" or "no" for each item.

TABLE III - 3

CALIFORNIA TEST - SUMMARY OF CHANGES ON KEY ITEMS REFLECTING FEELINGS ABOUT SELF (SELF-CONCEPT)*

Project	Number of Items showing negative change	Number of Items showing positive change	Number of Items showing essentially no change
Billings	3	4	5
Fromberg	10	2	0
Glendive	3	8	1
Hardin	4	6	2
Hysham	5	4	3
Kinsey	6	4	2
Rosebud	3	6	3
Sidney	5	6	1
Terry	8	3	1
Worden	9	3	0
Total	5	1	6

*Based on twelve most relevant items in the California Test. The numbers in the table refer to the items directly related to self-concept which show positive, negative, or essentially no change from program beginning to end.

NOTE: Caution must be exercised in the interpretation of the results of the California Test of Personality, because the moderate reliability of the instrument could be partly responsible for the changes observed.

The youngsters are considered to have a high self-concept if they score 75% or higher in proportion of "yes" or positive answers on the selected items. If they score between 51% and 75% they are classified as moderately strong. If they answer positively less than 50% of the time they are classified as low in self-concept for purposes of this analysis.

On this basis approximately 25% have high self-concepts, 50% are moderate and 25% are low on the first measurement; on the final measurement only 8% are in the high group, 58% in the moderate group and 34% in the lower group. Generally speaking those schools that began with a group of students who seem predominately high in self-concept moved somewhat lower or stayed approximately the same. The students which started with a low average self-concept seemed to improve over the course of the program. However, exceptions occur in Billings, Hardin, Hysham, Kinsey and Sidney where students stayed approximately the same, on the basis of California Test measurements, between the beginning of the program and the end. Glendive and Rosebud were the only projects which showed a consistent increase in self-concept. There was a consistent change toward lower self-concept in Fromberg, Terry and Worden.

It is important to note that the general level of positive feelings about self was relatively high at the beginning of the program. The modest decrease can probably be credited to several factors. The first instruments were administered during the initial week of the program, before there was much serious effort at discipline and when teachers were allowing the youngsters to verbalize their feelings and encouraging them to feel comfortable in the classroom. The youngsters probably felt

good about each other and about their relationships with teachers. As the curriculum was more fully implemented it may have seemed necessary to instill somewhat more discipline in order to accomplish the task oriented purposes of the program. The weather got warmer and probably there was considerably greater feeling of discomfort and impatience with spending long days in school.

Size of project does not seem to have been a significant factor in these results since some of the larger projects showed positive gain in self-concept as well as smaller projects; in like manner some of the larger projects showed negative directions while others which had fewer students and could give students more attention also showed somewhat negative results.

Feelings About School

There is no clear tendency initially to evaluate the Montana migrant schools differently than the home school in Texas; in two instances essentially no difference is evident, while one school is evaluated slightly less positively and another is evaluated slightly more positively. (Chart III - 2 contains the items from the California Test which were used in this analysis.)

CHART III - 2

FEELINGS ABOUT SCHOOL*

1.	Is it easy for you to talk to your class?
2.	Do you have good times with the children at school?
3.	Are the children glad to have you in school?
4.	Do you talk to the new children at school?
5.	Do you say nice things to children who do better work than you do?
6.	Do you help new children get used to the school?
7.	Do you often do nice things for the other children in your school?
8.	Do you think that some teachers do not like the children?
9.	Would you rather stay home from school if you could?
10.	Is it hard to like the children in your school?
11.	Do the children at school ask you to play games with them?

*Students are instructed to circle "yes" or "no" for each item.

A high proportion of the migrant youngsters feel very positively about school both back home in Texas and in the summer program in Montana. The vast majority of the youngsters score 75% or greater on positive attitudes toward school at the beginning of the program as well as at the end. However there is a tendency for positive feelings about the migrant school to drop toward the end of the program in most of the schools (see Table III - 4).

When the results are evaluated on the basis of the eleven items most related to school (in terms of the proportion of students who answer positively about school at the beginning and positively at the

end) we find a significant decrease in positive attitude during the course of the program, again with no apparent difference between those youngsters who were initially evaluating the school in Texas and those youngsters who were initially evaluating the migrant education program. However there is a rather clear difference between schools. Hysham, Kinsey and Rosebud are generally viewed more positively by students at the end than they were at the beginning. Fromberg, Glendive, Hardin, Sidney and Worden are viewed less positively at the end. There was little observable change in Terry and Billings. (See Table III - 4)

Sentence Completion Measures

The sentence completion form was used to secure several kinds of information, but particularly the feelings of the youngsters about school and their own place in it. One of the methods of tabulating was to evaluate the sentence completions in terms of positive or negative expressed feelings at the beginning of the program as compared to the way they completed the sentences at the end.

This method has been widely used and has an extensive literature, which is summarized in a small booklet published by Science Research Associates.[3] Each sentence completed is rated on a continuum between what is considered a psychologically healthy attitude or relationship and a psychologically unhealthy one. Healthy attitudes are positive, realistic attitudes expressing feelings of liking for people, school, play activities and the like, including interest or participation in these. An unhealthy attitude suggests hostility, defiance, conflict, withdrawal, inadequacy or a feeling of being disliked or not accepted

TABLE III - 4

CALIFORNIA TEST - SUMMARY OF CHANGES ON KEY ITEMS REFLECTING FEELINGS ABOUT SCHOOL 1/

Project	Number of Items showing negative change	Number of Items showing positive change	Number of Items showing essentially no change
Billings	3	4	4
Fromberg	7	1	3
Glendive	4	1	6
Hardin	9	1	1
Hysham	0	8	3
Kinsey	2	7	2
Rosebud	1	9	1
Sidney	6	4	1
Terry	4	4	3
Worden	8	1	2
Total	3	0	8

Based on 11 most relevant items.

1/ The numbers in this table refer to the number of questions directly related to feeling about school which show positive, negative or essentially no change. The table is intended to show tendencies resulting from key questions so as to illuminate the findings somewhat beyond the profile results reported earlier.

by others. In other words it duplicates to some extent, and provides a supplement to, the California Test described earlier.

It was used only with youngsters ten years and older because of the need to write legibly, and again was administered randomly to one half of the students at the beginning of the program the other half at the end. The students worked in a group although each completed their sentences separately, with one or two aides and one of the evaluation team assisting the students to understand the questions and to help them with the mechanics of responding to the incomplete sentences. Sixty eight students ten years and older took the initial test and sixty took the final test.

Over all projects the feelings about school improve slightly on the basis of these measurements. However, there is wide variation between projects. Not all of the sentence completions can be scored positive or negative, since many items are more for purposes of understanding the feelings of the child rather than to detect positive and negative attitudes. In the sample of items in Table III - 5, four of the six totals are in the positive direction. Four of the six projects tend to be in the positive direction, while four others border on positive and two projects are more negative than positive. Both parents are perceived by their children to have more positive attitudes towards school at the end as compared to the beginning of summer school.

Work in groups (as opposed to working along) shows no change or a slight increase in five projects and a slight decrease in the other five projects. This is somewhat contradictory to the results reported

TABLE III - 5

Pre - N = 68*
Final - N = 60
Ages 10 years and older

ATTITUDES TOWARD SCHOOL
Positive/Negative Rating of Sentence Completion Results

		Billings	Fromberg	Glendive	Hardin	Hysham	Kinsey	Rosebud	Sidney	Terry	Worden	Total
#10 When I talk about school, my mother:	PRE	3.75	3.60	4.00	4.09	4.50	3.50	3.66	3.85	4.00	4.00	3.87
	FINAL	4.42	4.10	2.66	4.22	4.40	4.50	4.00	4.16	4.00	4.50	4.12
#16 When I talk about school, my father:	PRE	3.25	3.00	4.60	3.40	3.75	2.75	3.75	3.86	3.40	3.80	3.58
	FINAL	3.62	4.00	2.33	4.44	4.20	4.00	3.33	4.16	3.57	3.00	3.83
#18 In class, working with others is:	PRE	4.00	4.00	4.20	3.90	4.25	3.50	3.75	3.71	4.20	3.80	3.93
	FINAL	4.12	4.00	4.33	3.87	4.60	3.00	4.00	3.50	3.57	4.00	3.90
#19 My teacher thinks I am:	PRE	3.12	3.75	4.25	2.90	3.25	3.50	3.80	3.60	3.40	3.60	3.45
	FINAL	4.62	3.66	3.00	4.20	4.25	3.50	2.50	4.26	4.14	3.00	3.96
#20 I think this school is:	PRE	4.62	4.20	3.80	4.40	4.00	4.00	4.00	4.33	4.20	4.60	4.27
	FINAL	4.62	4.70	4.00	4.30	5.00	4.00	4.33	4.83	4.28	4.50	4.51
#21 I think my teacher is:	PRE	4.62	4.80	4.40	4.60	4.75	4.50	4.00	4.13	4.80	4.00	4.43
	FINAL	4.50	4.40	4.00	4.00	4.40	4.00	4.33	4.66	4.57	4.50	4.35

Scoring Key

1 - Extremely negative

2 - Somewhat negative

3 - Neutral

4 - Somewhat positive

5 - Very positive

*N = Number of respondents

later for younger children, who increase their appreciation of group work. Positive feelings about what the teacher thinks of "me" increases in five of the projects and decreases in the other five, with a positive gain overall. Feelings about the school follow a similar pattern. How youngsters feel about the teacher is slightly more negative at the end of the program than at the beginning, with positive feelings in three projects and negative reactions in the other seven. Sidney is the only school that showed a consistently positive change, while Glendive is the only school that shows a consistently negative change. Since the samples were very small within projects on the measures, the reliability by the project results could be seriously questioned. However, examination on a project by project basis helps to detect the basis for the final totals.

All of the final total scores are well above the neutral point in the positive direction. Attitudes derived from written sentence completions about the school and the teacher are particularly strong in the positive direction both at the beginning of the program and at the end.

Multiple Choice Sentence Completion

The principle purpose of the multiple choice sentence completion form was to secure feelings of the younger children towards school, learning, studying, class, teacher, working with others, and parental reactions to school. This test was given only to youngsters age eight and nine (while the open-ended sentence completions were given to the older students). It was administered randomly to one-half the age group at the beginning and to the other half at the end of the program. An overhead projector was used to display the sentences and alternative

responses to decrease likelihood of misunderstanding. Sixty-three youngsters took the test at the beginning and fifty-one at the end.

The youngsters again show generally very positive attitudes towards school and the activities undertaken therein. On an overall basis the changes in feeling during the program show a slight gain in the positive direction.

However, school work is perceived as considerably less fun, somewhat harder and considerably less interesting at the end than it was at the beginning. Similarly learning from books is perceived as less interesting and more boring, but it is viewed as a good way to learn. Studying is considered less fun, but also less dull and boring, and more interesting (see Appendix B, Table II, for complete results).

The best thing about the class is perceived to be the "fun" students have and the things they learn. They feel somewhat less positive about the teachers as the "best thing" about the class at the end, as compared to the first week, but apparently feel they have more fun in class at the end than they did at the beginning. The worst thing about the class is the long days and the hard studying. On this basis the teacher is considered somewhat more positively at the end than she was at the beginning. There seems to be some inconsistency on attitudes towards the teacher, but on balance she appears to have been successful in focusing the class on activities rather than on her behavior; hence, they select responses related to studying and the enjoyment of being in class.

One of the clearest results is the great increase in positive feeling about working with groups of students as opposed to working

alone. Apparently the schools were able to develop the capability to work more effectively and comfortably in groups. Group work is viewed as considerably more fun, easier, and as a better way to learn at the end as compared to the first week.

An interesting shift from the beginning to the end is in feelings about the amount of work the teachers give. At the beginning they indicate they want more work from teachers while at the end they have a strong desire for less work. This suggests that the teachers made them work hard enough so they felt they were pushed somewhat more than they liked toward the end of the program.

A very interesting change was in the reactions to what they would do or how they would feel if they failed in school. At the beginning they indicate strongly that they would try harder and study more, while at the end there was less tendency to be mad at themselves and more tendency to feel that it was "bad luck" or "it wasn't their fault". They have apparently gained enough confidence in themselves to feel that failure would not be altogether their fault. They would be less likely to be mad at themselves. This could indicate a certain strengthening of self-concept.

The parental response toward school was perceived by the students as generally positive, with the mother reacting more positively at the end than at the beginning. The father usually seems interested in school, but was considered somewhat less so at the end than at the beginning.

One of the positive indications of school satisfaction is the fact that a high proportion of the youngsters indicate that they are happiest

when they are in school; this is increasingly so at the end of the program as compared with the beginning. Apparently the youngsters feel that they are happier being in school than they would be at home, although approximately one-fourth would still feel happiest at home.

Although the migrant school is viewed somewhat less positively at the end of the program than at the beginning, roughly two thirds of the students feel it is a "good school" at the end, while roughly 20% feel "it isn't very good".

In summary then, while the school work is viewed as less fun at the end, and learning from books is less interesting, the feeling of fun in class and at school and enjoyment in working with other students can be credited as positive results. The goal of helping the students to like school has certainly been largely met.

Language Improvement: The Zip Test

A language facility, word recognition and reading comprehension test was used to measure the student language progress. The Zip Test was developed for a Title I (Elementary and Secondary Education Act of 1965) project in California through the State Department of Education. The purpose was to locate the instructional level at which a child can effectively read and verbalize concepts in English.[4]

The test was given only to seven and eight-year-olds, half of whom were randomly selected for administration of the test at the beginning and the other half at the end. Test administration was completed by a project aide who was trained by the evaluation team.

The language facility section of the test presented the youngsters with a series of pictures which they were to describe. The test administrator asks each child to say all they can about each picture as he points to the picture. Probe questions are asked to be sure the youngster says as much as he cares to about each picture. The responses are then scored according to a key: one point for single words, two points for short phrases, three points for short sentences, four points for uninterrupted longer sentences, and five points for uninterrupted multiphrased sentence. A copy of the test is included in Appendix A.

The results on language improvement are clearly positive. The test results indicate that facility with which youngsters could use language improved from the beginning of the program to the end. There was positive gain in every project although with considerable variation between projects. The strongest gains were in Rosebud and Sidney (see Appendix B, Table III).

TABLE III - 6

AVERAGE SCORES FOR THE ZIP TEST

			7 and 8 Year Olds		
			Language Facility	Word Recognition	Reading Comprehension
Total	PRE	N*= 108	22.3	12.0	8.4
	POST	N = 57	26.4	16.9	12.3

*N = Number of children taking the test.

A problem developed on the word recognition section of the test. It was prepared in capital letters and many of the youngsters had not yet been taught to read these letters; they were therefore somewhat confused by the capitalized words. However, it was administered uniformly across all projects and showed a substantial gain from the first week to the final testing. Only two projects failed to show increased scores on word recognition, although gain in other projects was very slight. The strongest improvement was in the Sidney project.

The comprehension part of the test was somewhat less consistent, but again there was an overall positive gain; only two projects showed no gain (see Appendix B, Table III for complete results). However, there was wide variation between projects in scores on both administrations. The number of students tested decreased to roughly one half at the end, largely because migrant families were leaving the area rapidly during the time final testing was underway. It should also be noted that some confusion was evident in the administration of the test in three projects and accurate results were not obtained (Glendive, Fromberg and Worden). The results are therefore reported only for projects where there was no evidence of confusion.

The sentence completion form was also used as a measure of written language facility. The answers for the test were scored in terms of the number of words written at the end, to secure some indication of whether they seemed to find it easier to use written language after having participated in the migrant program.

TABLE III - 7

WRITTEN SENTENCE COMPLETION FACILITY
Average Number of Words Per Sentence Completed

Sample Items		Billings	Fromberg	Glendive	Hardin	Hysham	Kinsey	Rosebud	Sidney	Terry	Worden	Total
#3 I learn best when:	PRE	6.75	7.60	3.80	3.81	5.50	4.00	2.83	3.64	3.20	5.00	4.20
	FINAL	6.40	4.90	4.00	4.70	3.80	5.00	5.66	4.33	4.57	3.50	4.89
#6 Some of the best things about this class are:	PRE	5.12	5.20	3.60	3.72	6.00	6.25	2.83	3.41	2.20	4.20	4.07
	FINAL	4.77	4.90	1.00	3.30	6.40	4.00	4.00	3.50	4.42	5.50	4.33
#8 Learning out of books is:	PRE	5.50	7.20	4.40	3.27	6.50	3.75	3.50	4.00	1.40	4.00	4.22
	FINAL	3.70	4.18	1.00	3.40	3.60	6.50	2.00	5.50	5.28	3.00	4.00
#13 In class, working with others is:	PRE	3.85	5.60	6.80	3.70	3.50	6.00	3.80	2.00	1.60	3.20	3.72
	FINAL	3.14	4.44	1.00	3.30	5.20	4.00	3.00	5.00	5.71	2.00	4.03
#14 Some of the worst things about this class are:	PRE	4.75	3.80	3.50	3.90	5.00	4.75	4.00	2.38	2.60	3.00	3.60
	FINAL	4.25	5.00	1.00	3.30	5.75	2.00	2.66	5.50	4.57	6.75	4.28

Overall there is a consistent increase in the number of words used to complete sentences (see Table III -7). However, there is a wide variation between projects. Sidney and Terry show a consistently strong increase in written language facility; Hysham, Billings, Fromberg and Glendive show some indication of improvement. Hardin, Kinsey, Rosebud and Worden do not show significant change. Content analysis of the sentence completion items fails to demonstrate with any consistency vocabulary improvement or improvement in sentence quality. It would indeed be impressive if this could happen in the space of one month.

The indications of modest improvement in written language facility as demonstrated by the Zip Test and the Sentence Completion results, suggests that the migrant program is accomplishing its language arts goals.

FOOTNOTES

[1]Schnur, James O. A Synthesis of Current Research in Migrant Education, New Mexico State University, 1970, pp. 1-4.

Grebler, Leo, Joan W. Moore and Ralph C. Guzman. The Mexican American People, New York: The Free Press, 1970. pp. 101-290.

[2]The specific items of greatest interests are contained in Appendix B, Table I as well as the average profiles or total scores. Individual tests and profiles are available in project files.

[3]Fox, Robert, Robert Barron Luszki, Richard Shmuck. Diagnosing Classroom Learning Environments, Science Research Associates, Inc., Chicago, 1966.

[4]Scott, Noral C. Zip Test, Examiner's Manual, California State Department of Education, Bureau of Community Services and Migrant Education.

Chapter IV

THE MIGRANT PROGRAM STAFF

The major purpose of the measurements on staff was to determine whether or not the training program and experience in the migrant education projects had any significant impact on their points of view toward a wide range of variables associated with an educational program.

A second objective was to secure baseline information so that administrators would have a clearer idea of how staff members feel and act with respect to dimensions of education particularly related to migrant children.

The principle instruments used were "The Purdue Teacher Opinionnaire," two education scales, a general opinionnaire on attitudes towards students, a philosophy of human nature scale and a detailed mid-program interview. The interview was intended to secure specific information about staff evaluations of their project's operational effectiveness, the training procedures, and the success of the director and other staff in accomplishing the necessary jobs in the program.[1]

"The Purdue Teacher Opinionnaire" is designed to provide measures of teacher attitudes towards a variety of school situations. It yields a total score indicating the general level of teacher morale but also provides meaningful subscores which break "morale" into some of its dimensions. The ten categories include: (1) teacher rapport with principal (or director); (2) satisfaction with teaching; (3) rapport among teachers; (4) teacher salary; (5) teacher load; (6) curriculum

issues; (7) teacher status; (8) community support of education; (9) school facilities and services; and (10) community pressures. The opinionnaire provides specific information about crucial problems and tensions which concern the faculty and have an adverse effect on their effectiveness.

Of particular interest were the differences that teachers felt existed between their prior teaching situation and the migrant education program. Thus on the first administration the teachers answered the opinionnaire on the basis of their most recent teaching experience. It was administered to a randomly selected one half of the teachers on the first evening of the first training session and to the remaining one half near the end of the program.[2]

The Purdue Teacher Opinionnaire has been extensively checked for realiability and validity with a wide range of teachers in several states.[3] However it is not designed to distinguish between the effects of the training program itself and the effects of the experience in working with migrant schools. This means that our results show only the combined effects, and we can only infer what the impact of the training program might have been, particularly with respect to team effectiveness in the projects and individual teacher effectiveness with the students. Specific evaluative measures were used after each training session, results of which are reported in Chapter V.

There was some problem of proportionate distribution between schools; some of the teachers failed to participate in the training program and therefore did not take the pre-test instruments. Obviously

the training had no direct impact on them. We therefore excluded these people from the analysis. The samples are very small for each school since there were usually only three to nine teachers, somewhat limiting analysis realiability by school. However, the results should be valid over the total programs since the sample was large enough to detect any significant differences that occurred between initial and final administration.

Purdue Teacher Opinionnaire - Profile Scores

Profiles were constructed for each teacher to measure the dimensions of teacher morale outlined above. The profiles enable computation of an average score for the preliminary and final instruments for each project and for the total program. We were also able to secure average scores across all morale factors. This provides summary data to examine each project and the total program on each of the noted factors. Results are summarized in Table IV - 1. The number of respondents (N) for each project and for the total program is indicated in the table.

These results indicate that the level of teacher morale in the migrant program improved over the prior teaching situation in Billings, Hardin, Kinsey and Terry. In Glendive and Rosebud morale shows a substantial decrease, but this is based on responses of only one teacher in each case. More modest decreases were evident in Fromberg, Hysham and Worden. There was relatively little change in Sidney. Overall, staff morale was slightly lower in the migrant program as compared with the prior teaching situation.

TABLE IV - 1
Purdue Teacher Opinionnaire Profile Scores

MORALE FACTORS →		1 Teacher Rapport with Director	2 Satisfaction with Teaching	3 Rapport Among Teachers	4 Teacher Salary	5 Teacher Load	6 Curriculum Issues	7 Teacher Status	8 Community Support of Education	9 School Facilities and Services	10 Community Pressures	Composit Staff Morale
Highest Possible Score →		80	80	56	28	44	20	32	20	20	20	
Billings	PRE N = 4	64.00	74.00	51.75	21.50	36.00	16.50	25.75	18.00	14.50	18.50	340.50
	FINAL N = 4	77.25	77.00	49.25	22.00	37.75	17.25	28.25	17.00	17.25	17.50	360.50
Fromberg	PRE N = 3	74.33	73.00	48.00	20.66	41.00	15.00	28.33	17.66	17.66	18.00	352.33
	FINAL N = 2	60.00	76.00	43.00	18.50	39.00	18.50	26.00	17.50	17.00	16.50	332.00
Glendive	PRE N = 3	75.00	73.66	52.33	22.33	39.00	16.00	28.33	17.66	17.66	18.00	360.00
	FINAL N = 2	43.50	55.00	45.00	22.50	29.50	6.50	23.50	10.50	14.00	15.00	265.00
Hardin	PRE N = 3	57.33	72.33	43.66	29.66	35.33	16.33	24.00	14.00	15.33	17.66	325.66
	FINAL N = 4	71.00	71.50	49.50	24.25	37.00	16.00	27.00	17.00	17.50	15.50	346.25
Hysham	PRE N = 1	66.00	75.00	42.00	27.00	43.00	13.00	27.00	20.00	20.00	20.00	353.00
	FINAL N = 2	56.00	60.00	38.00	24.50	43.00	16.00	23.00	12.50	16.00	14.50	303.50
Kinsey	PRE N = 3	71.00	72.00	50.00	21.00	39.66	16.00	23.00	16.00	16.66	19.33	344.66
	FINAL N = 1	79.00	63.00	55.00	26.00	38.00	19.00	25.00	17.00	16.00	17.00	355.00
Rosebud	PRE N = 4	67.75	69.25	46.25	22.50	38.25	15.00	24.25	11.75	16.50	16.25	327.75
	FINAL N = 1	30.00	71.00	51.00	20.00	12.00	16.00	17.00	10.00	14.00	20.00	271.00
Sidney	PRE N = 4	64.75	74.50	47.25	19.00	38.00	13.25	25.00	15.50	16.75	15.00	329.00
	FINAL N = 3	77.00	61.66	52.66	19.00	37.00	16.00	17.00	14.00	14.66	15.00	324.00

TABLE IV - 1
Purdue Teacher Opinionnaire Profile Scores (Continued)

MORALE FACTORS →		Teacher Rapport with Director	Satisfaction with Teaching	Rapport Among Teachers	Teacher Salary	Teacher Load	Curriculum Issues	Teacher Status	Community Support of Education	School Facilities and Services	Community Pressures	Composite Staff Morale
Highest Possible Score →		80	80	56	28	44	20	32	20	20	20	
Terry	PRE N = 3	50.00	68.66	40.33	25.00	33.33	13.66	26.00	16.66	14.66	17.00	303.33
	FINAL N = 5	66.20	68.00	48.40	20.40	38.40	14.20	27.20	13.40	14.80	16.00	327.00
Worden	PRE N = 1	76.00	73.00	53.00	27.00	41.00	20.00	32.00	12.00	14.00	12.00	360.00
	FINAL N = 3	56.33	74.66	54.66	19.66	42.66	18.33	23.33	12.00	14.33	15.33	331.33
Total	PRE N = 29	65.90	72.34	47.55	22.62	37.86	15.28	25.79	15.83	16.20	17.17	336.55
	FINAL N = 27	64.89	68.85	48.78	21.48	37.15	15.70	25.00	14.41	15.70	16.00	327.96

Total results for each morale factor (see the right margin of Table IV - 1) shows relatively little change from the prior teaching situation on "teacher rapport with principal." There is a decrease in "satisfaction with teaching", a slight increase in "rapport among teachers," a slight decrease in "satisfaction with salary," a slight decrease in "satisfaction with work load", a slight increase in "satisfaction with curriculum," a slight decrease in feeling of "teacher status," a decrease in "community support of education," a slight decrease in satisfaction with "school facilities and services" and a feeling of increase in "community pressure". However this takes into account all of the factors noted in Table IV - 1, including many factors which may not be directly related to the principle variables that should help the projects to function most effectively.

Another method of considering the data is therefore demonstrated in Table IV - 2, showing rankings of the various projects on key effectiveness factors. The composite score (on the left margin of the table) should be the most indicative of overall staff feelings about the functioning of their project, but the individual factors suggest considerable variation depending on the factor under consideration.

It is most important to realize that these rankings are based on very small samples in several of the projects, and must therefore be treated with particular caution. However, the composite ranking generally "fits" well with the observational data generated by the evaluation team. It should be emphasized also that the degree of difference between projects is often very slight, except between the extremes (that is, ranks 1, 2, 3 and 8, 9, 10).

TABLE IV - 2

PROJECT RANKINGS ON KEY EFFECTIVENESS FACTORS
Final Measures Only

Rank	Composite Morale Score	Inter-staff Rapport	Teacher Rapport with Director	Curriculum Issues	Teacher Load	Facilities and Services
1	Billings	Kinsey*	Kinsey*	Kinsey*	Hysham	Hardin
2	Kinsey*	Worden	Billings	Fromberg	Worden	Billings
3	Hardin	Sidney	Sidney	Worden	Fromberg	Fromberg
4	Fromberg	Rosebud*	Hardin	Billings	Terry	**Hysham Kinsey*
5	Worden	Hardin	Terry	**Hardin Hysham	Kinsey*	
6	Terry	Billings	Fromberg	Rosebud* Sidney	Billings	Terry
7	Sidney	Terry	Worden		**Hardin Sidney	Sidney
8	Hysham	Glendive	Hysham			Worden
9	Rosebud*	Fromberg	Glendive	Terry	Glendive	**Rosebud* Glendive
10	Glendive	Hysham	Rosebud*	Glendive	Rosebud*	

*Based on only one respondent.
**Tied scores.

Item Analysis Results

The teachers generally felt their rapport with the director of the migrant program was less satisfactory than the rapport they had established with their previous principal. There is a tendancy overall to feel the directors of the programs were less effective than the previous principal.

There are clear exceptions on an individual project basis. Billings, Hardin, Kinsey, Sidney and Terry each indicated improved teacher rapport with director. Glendive, Fromberg, Hysham, Rosebud and Worden were less satisfactory, although only Glendive and Rosebud recorded a very negative project director evaluation. It should be noted here that these teachers were selected rather carefully; the bulk of them may have been employed in part <u>because</u> they had very good relationships with their former principal.

To summarize briefly, when a director was compared with a teacher's previous principal, the general expression was the the director showed more favoritism, he made the work more difficult, he was somewhat ineffective in communication, and he was less satisfactory in handling teacher problems. Consequently, teachers reported more reluctance to take school problems to the project director than to their former school principal.

This feeling may have arisen in part because overall the teacher evaluation of the training program was substantially more positive than was the evaluation by the directors. The teachers may have been trying to operate on the basis of principles derived from the training sessions, while the directors were less interested in subscribing to those modes of operation. The training program emphasized the shared leadership approach to dealing with the opportunities and problems of the migrant program; if the director tended to make unilateral decisions or to be authoritarian in his approach, the teachers perceived him as somehow not measuring up to the ideals established during training.

However, the picture is somewhat different when one examines inter-staff rapport. There is an increase in positive feelings about rapport among staff in the migrant program as compared to the previous teaching situation. Item analysis reveals that the teachers feel there was greater cooperation; they had a chance to influence one another; they could pursue their own interests; and they had a very positive confidence in their peers. One of the principal goals of the training program was to build effectively functioning teams for a short term project. These results seem to indicate considerable success in accomplishing this goal.

Teachers were critical about some parts of the curriculum, but felt very positive about other parts. There was greater opportunity for taking account of individual student differences than in the regular school situation. However, the specific content for the language arts curriculum was considered inadequate in some projects.

In the dimension of "personal satisfaction with teaching", the migrant program seemed to have a somewhat negative impact. Teachers apparently had disciplinary problems with the migrant youngsters and generally felt less satisfied with the summer teaching than they did during the regular school year. They also had a somewhat more negative attitude toward the children at the end than they did when the program began. Some of the change here could probably be credited to the long hours, six day weeks, and general difficulty of the migrant teaching task.

There is some inconsistency between teacher scores from The Purdue Teacher Opinionnaire and the results of the California self-concept and

social adjustment measures on students. Both Glendive and Rosebud score well on the California student adjustment test and Purdue measures of the interstaff rapport, although rapport with director in both cases is relatively poor. Interstaff and staff-director rapport were high in Billings, Hardin and Sidney but results from students on the California test do not consistently reflect this; Billings' California Test scores drop slightly as do Hardin scores; Sidney scores on the California Test are substantially lower at the end of the program.

In Worden the inter-staff rapport was strong, staff-to-director rapport rather low, and the California Test scores decreased during the course of the program. Kinsey scored highest on the Purdue measures of teacher morale (based on scores from one teacher) and yet shows substantial loss on the total adjustment measures from the California Test (based on three students). Since the number of students taking the final California Test was very small, the scores here are not highly reliable as an index of progress in Kinsey. The staff with director rapport decreased in Glendive as it did in Fromberg and the final scores on the California Test were also low. So there are certain consistencies between results on student and staff measurements, although by no means a perfect correlation.

Attitudes toward education are generally progressive, and show very little change from the beginning of the training program to the end of the project. However, there is a tendency toward a more conservative and somewhat less flexible stand on several measures. For example, the teachers seem to feel a greater need for discipline, and generally feel

that the school should be oriented somewhat more toward substance and content and less with concern about student feelings and attitudes.

Opinions and Feelings About Students and How They Should be Treated

The opinionnaire on attitudes toward education administered to measure attitudes toward students was a standard scale widely used and verified for reliability and validity in a number of research studies. It was administered to teachers, aides, and nurses primarily, in the same random manner as described above for the Purdue Opinionnaire.

The teachers generally score on the very progressive side of the scales with respect to how students should be treated. Nevertheless, there is a tendency for them to be somewhat less progressive at the end of the program as compared to the beginning. Among eighteen items of greatest relevance in the scale, answers to six change in the positive direction as expected; that is, they conform with what we might have expected as a consequence of the training and the experience with the migrant kids. Five of the items do not indicate any significant change from the beginning of the training to the end of the program, while seven items change in the negative direction.

With respect to discipline the teachers feel that it is inappropriate to require additional assignments for a pupil who misbehaves in a class. About 50 percent of the respondents feel that all children should be encouraged to aim at the highest academic goals, while the other 50 percent feel otherwise. For an activity to have educational value 72% feel it should train reasoning and memory in general. Roughly 40 percent of the group feels that a person memorizes best during childhood; this

period of life should therefore be regarded as a time for storage of facts for later use.

Staff members (teachers, aides, nurses, secretaries) feel grouping youngsters according to ability damages the self-confidence of the children; this attitude strengthen substantially during the program. Staff members agree rather strongly that it is more important for the students to learn to work together cooperatively than it is for them to learn how to compete.

Although there are some changes in the negative direction, as well as a few in the positive direction; the opinions of staff about how to treat youngsters is generally in conformity with modern educational psychology principles.[4]

Education Scale and Education Scale VII

The Education Scales are similar to the "Opinionnaire on Attitudes Towards Students" but measure general attitudes towards education, rather than specifically how students should be treated. The questions asked are non-specific to the migrant program. It was administered in the same manner as other staff instruments.

The staff seems to be conscious of the importance of the personality of the pupils and the need for greater freedom in learning. At project end roughly 83 percent agree that no subject is more important than personalities of the students. Roughly 97 percent agree that children's interests and needs are more important than the needs of society.

The group clearly feels the need for greater discipline toward the end of the program as compared to dealing primarily with the interests of the children. They feel less strongly at the end that education

should not only be a matter of learning facts and figures but also should be a source of new social ideas. (See Appendix B, Table V for greater detail).

Results on Education Scale VII show a similar trend toward somewhat less progressive attitudes at the end of the program, although the overall attitudes are clearly progressive (see Appendix B, Table VI). For example, staff members seem to feel somewhat more strongly at the end of the program that standards of work should be the same for all students, rather than tailor-made for each student; they feel less inclined to aim subject matter or activities at developing particular parts of the child's makeup (physical, intellectual, social, moral, spiritual). They tend to feel somewhat more strongly that healthy interaction between pupils is somewhat less important than learning subjects, and that emotional development and social development are of lesser importance than academic achievement. In other words the staff members become somewhat more subject matter oriented and less personality oriented toward the end of the program period. However, the great majority of the staff remain strongly interested in personality development as a key element in effective education.

PHN Scale

The "Philosophy of Human Nature" (PHN) scale was designed to measure possible changes in how staff members view human nature. The PHN scale was administered in exactly the same fashion as the other scales described above.

The attitudes and opinions measured with this scale would not be expected to change drastically as a result of the training and the program. They are basic values and it would take a profoundly significant experience to drastically change averages on these kinds of basic values.

There are relatively few changes in point of view, although there are modest changes in a degree of feeling about a number of issues.

There is considerable dispersion among teachers in how they feel about educational philosophy, but the majority are usually on the side of the established knowledge about human behavior derived from behavioral science research.[4]

Staff Evaluations at Midway in the Program

Interviews were conducted with all directors, teachers and a selection of aides and nurses during the middle of the summer program. The purpose of the interviews was to measure staff perceptions of the migrant program particularly in relation to: (1) project team functioning, (2) interaction and collaboration patterns, (3) use of staff skills, (4) freedom to use skills, (5) use of community resources, (6) evaluation of preprogram and in-service training, (7) staff perceptions of student progress in language, self concept, respect for culture, and communication ability, (8) staff work load, and (9) perceptions of community attitude.

The interviews were conducted with the aid of an interview guide but with ample opportunity for staff members to respond in detail. Responses were recorded verbatim and summarized. These interviews were considered by the evaluation team as the central element in the evaluation process; they were designed to gather information in depth from those most directly involved with the program.

The staff in the migrant project were generally very positive about the operation of the projects and their own roles in them. There were certainly some exceptions to this, but overall it seems perfectly clear that the staff members liked what they were doing, felt the projects (with one exception - Glendive) were functioning very well, and particularly, felt that the students in their charge were gaining the kinds of skills and attitudes that were badly needed. Even though high staff satisfaction is indicated, they had a great many ideas for improving and further developing the effectiveness of the program.

Project staff in five locations felt highly positive about team functioning (Fromberg, Hardin, Kinsey, Sidney and Worden) while another five felt their teams were functioning only moderately well (Billings, Glendive, Hysham, Rosebud and Terry). (See Appendix B, Table VIII). Failure of the teams to function uniformly well could generally be credited to specific interpersonal problems within the team or to certain dissatisfactions with the way the director was operating the program. For example, most of the projects were having at least one meeting per week to deal with staff or school problems, but many of these meetings were viewed as irrelevant and therefore not very useful. In other locations meetings were viewed as highly relevant and very useful. Two projects failed to have regular meetings and in both cases serious communication problems were reported between the director and staff or between staff members (Hysham and Rosebud).

Use of Staff Skills

Staff members generally considered their own individual skills to be very well used by the projects, although there were a few discontented individuals. There was considerable confusion over the role of visiting specialists in language arts and in drama. They were generally viewed as helpful, but a few of the staff felt the specialists were interfering with the use of their own talent.

The major criticism from staff members was the constant interruptions by visitors and by other activities which interfered with the accomplishment of the teacher goals to help the children as fully as they felt they were able to.

In at least one project (Sidney) classes were considered too large and too short (30 minutes) to give the youngsters the kind of individual help needed. A few teachers were concerned that the schedule was too full to allow adequate teacher preparation. Directors who also taught classes were unable to concentrate their skills on teaching because of constant interruption and the demands of administrative duties.

Most staff felt there was a variety of activities and opportunities to use their talents and often to develop new interests as well. In some cases, staff felt the program provided exciting new challenges.

Staff Freedom to Innovate

In almost all cases teachers felt they had more than adequate freedom to do what they felt would be most beneficial for the youngsters. Very few saw a need for more direction and guidelines; in most cases these were teachers new to the project and without the kind of experience which

enabled them to design their own program. In only one project was there any serious feeling of limited freedom (Glendive).

Materials were generally viewed as adequate by most teachers, although in some cases the materials arrived late and were not as readily available as some teachers might have preferred.

It was readily possible for teachers to take children on field trips related to the content of what they were teaching. This seems of particular relevance, since some of the research on migrant education indicates that field trips contribute very significantly to the broadening of the educational abilities and knowledge of migrant children.[5]

A few nurses thought too many health activities were started that could not be completed because of time shortage. They could not deal thoroughly with many of the problems that were uncovered and felt that more time and money should have been assigned to this activity.

A few teachers felt that they had been misassigned. That is, some of them were elementary teachers and had been assigned to work primarily with pre-schoolers or children at the lower levels. In a very few instances teachers who had training in one field were assigned to other fields. This was not a major issue however.

Some aides would have preferred more freedom, but most of them felt fully involved and able to use their ideas. In most cases they felt the teachers paid attention to their suggestions and tried to secure their assistance in developing a more exciting and worthwhile program for the youngsters.

The principle issue that seemed to limit effectiveness was related to shortage of time coupled with a large number of visitors. The hours

were very long for most teachers, with relatively little free time during the day (particularly in the larger projects); in this situation many teachers felt shortage of preparation time limited their effectiveness.

In one case two teachers were trying to work in the same classroom causing a rather serious confrontation and an unsuccessful experience.

A few teachers thought that lack of public understanding of the migrant program was inhibiting, particularly to field trips and swimming classes. In one instance it was necessary to negotiate at great length to secure use of a swimming pool. The negotiated settlement seemed exorbitantly expensive to project staff, with a payment per child of more than a dollar per day for use of the pool (Hardin).

There was considerable cooperation between teachers, administrators, and aides both within and between projects. The staff members provided many examples of inter-staff cooperation, which reinforces the indication of increase in staff rapport from results of "The Purdue Teacher Opinionnaire."

Use of Community Resources

In most projects community resources were widely used for field trips, for invited presentations to classes, and by involving local citizens and parents in programs presented by the students. Only four of the ten projects indicated any serious difficulty in using community resources (Hysham, Kinsey, Rosebud and Worden).

Sixty percent of the teaching staff indicated that they had actively used community resources in the conduct of the program. The resources used were in a large part based on visits to a wide variety of local

institutions, such as banks, libraries, airports, bakeries, swimming pools and other places where the children had an opportunity to practice English or to learn something about a community institution. Quite often individuals from the community came into the migrant program for special purposes such as to demonstrate the use of musical instruments or to talk about issues that were under discussion in the classes.

Teachers seemed to feel that community members were quite willing to have the migrant children visit out in the community. Young people from several communities came to the migrant schools to do volunteer work with the youngsters.

Contact with Parents

Many of the teachers made considerable effort to get acquainted with at least a few migrant parents. This was often difficult because both parents usually worked during the day and, since the days were long, teachers were not always able to visit the migrant workers in their home. However in many projects the recruiting job was shared by several teachers and aides, and in the process of searching for new students they met a fair number of parents. Probably the greatest contact points were the project programs or dinners to which parents were invited. Some of the projects had exceedingly good success in securing attendance of parents at these programs. In one case all but four families were present (Kinsey).

The mobile unit also provided a means of contact since it had video tapes of the classroom work and other school activity for presentation to interested parents in the rural areas where they lived. This effort had varying degrees of success depending on the area and generally worked much better toward the end of the program than it did in the beginning.

Teacher Perception of Student Progress

A series of questions probed the perceptions of the teachers about degree of active student participation, progress in language skills, gain in self confidence, respect for their own cultural background, and facility in communiting with each other and program staff.

The teachers felt highly confident that youngsters had made significant progress in each of these areas. With very few exceptions there was unanimity among teachers, administrators and teacher aides. The major uncertainty expressed was in relation to respect for the Mexican-American cultural background. Many of the teachers felt there had been very little opportunity for this to occur and evaluation was therefore difficult.

Many specific examples suggested active participation of youngsters. For example, regularity of attendance was excellent in many of the projects. The students seemed sufficiently interested in school so that they wanted to come regularly. Teachers felt the youngsters were happy in school and got deeply involved in physical education (swimming particularly), art, music, field trips, and in most of the program activities. Their perceptions are supported by results on the sentence completion forms discussed in Chapter III.

Many teachers felt that older children were somewhat difficult to work with. In several instances serious disciplinary problems occurred. To quote one teacher in a larger project,"The older they are the harder to get them to join in. They have a very negative attitude toward being told what to do. We are working to let them influence lesson plans and are making some progress with the boys." This seemed to be a fairly typical reaction in several of the projects.

In a few cases the teachers felt older students had a negative attitude toward language activities. They enjoyed art, music, and P.E. but the harder academic work, such as language practice and English grammar, were less enjoyed and therefore entered into less energetically.

Several teachers suggested the group approach to learning was very effective with these youngsters. They enjoyed activities much more with each other than working individually. Results from students on the multiple choice sentence completion tests support this perception; the younger children particularly felt much more positively about group activities at the end of the program than they did at the beginning.

Several teachers who had worked with the program in previous years felt strongly that the youngsters were participating much more actively this year than they had in the past years. This same comment appeared over and over again in a number of the projects, but unfortunately we have no quantitative measure by which to compare this year with last.[6]

There was general agreement among almost all project staff that swimming was the activity having the greatest positive influence on regular attendance at school. The ypungsters exhibited tremendous enthusiasm in the pool. Particularly older children might not have been as eager to participate had there not been the swimming opportunity.

Many teachers felt there was a very strong climate of trust between teachers and students particularly during the middle and later weeks of the program. The students were much less inhibited, which often led to disciplinary problems, but also indicated a feeling of freedom and enjoyment of the school situation. This was highly visible to the evaluation team as they visited the school. In nearly every project

there was a very clear increase in the responsiveness of the youngsters later in the program. It was quite clear in most projects that teachers were able to establish a climate where the youngsters felt free to express themselves and to behave without fear of teacher reprisal except for very serious behavioral problems.

Progress in Language Skills

Most of the language teachers were quite enthusiastic about the progress of the youngsters in language skills. They felt strongly that most youngsters were more able to use English words, had gained skill in reading and spelling, and were particularly better in oral English expression. However many of them felt the younger children were doing much better than the older group. This may be true in part because the younger ones have less language capability and were less inhibited in trying new language forms; the older youngsters generally knew more English and were probably less motivated to learn the elementary skills that might strengthen their communication ability.

There was a noticeable tendency, many teachers felt, for the youngsters to communicate a great deal more with each other in English as the program progressed. When they arrived in the schools they talked to each other almost exclusively in Spanish.

In a few cases, teachers tape recorded the children's voices at the beginning of the program and then rechecked periodically to see if they could notice significant change. On this basis they were able to notice improvement in vocabulary and length of phrases. There also seemed to be a noticeable increase in ability to understand English,

even among those who did not seem to significantly improve their ability to speak. This was evident to the evaluation team as they worked with the youngsters on the various measurements. On the initial administration it was somewhat difficult to secure their understanding so that tests could be uniformly administered. During the final administration in most cases they seemed quite eager and readily able to understand the instructions.

Another kind of evidence was provided by several teachers. When the program began youngsters from the same family tended to want to stick together and talked to each other in Spanish. Later on they separated from their family group and turned to other students for social interaction.

Several teachers felt strongly that students had certainly made progress, but much greater progress could have been possible if more time had been available for individual help with language improvement. If substantial progress were to be achieved, the teachers felt that intensive effort with the children was necessary in the relatively short time span of the program. In some cases this was partially accomplished by breaking the classes into small groups in which youngsters worked with each other and received regular assistance from the teacher and aides.

A particularly noticeable factor was the progress of youngsters who had been in the summer program in previous years. Many of the language teachers commented that a high proportion of these children seemed to have noticeable improved language skills and general academic capability since they had first entered the program. Several teachers commented that the poorest speakers--that is, those in greatest need of

help--were making the most progress in language skills. One boy who received special tutoring attention learned the alphabet in one week and the next week was beginning to read.

Several teachers felt progress was obvious, but they thought it was primarily because of increasing self-confidence rather than increased language skill. In other words it was based more on greater trust of the teacher and the other students than improved command of the English language.

A special method of teaching called "Montessori" was used in Billings. Several Billings teachers commented that youngsters who were in that program seemed to have especially improved language skills. Similarly the group working with Sullivan materials seemed to like the materials very well and were doing better at written language improvement than the others (see Appendix C for a brief description of the Montessori method and the Sullivan materials).

There seemed to be a general feeling that the youngsters were making considerably more progress this year than in the past year, partly because of increased teacher skill; most of the teachers in the language component of the program had prior experience in migrant education.

Conversations with teachers were most interesting because a high proportion of them exhibited an exuberant warmth towards the youngsters, and the great majority felt the students responded in kind. Teachers were supposed to be selected in part because of interest in migrant youngsters; evidence strongly suggests that the recruitment process was successful in this respect.

Self-Confidence and Respect for Their Own Culture

Probably the best evidence of increased self-confidence is illustrated by the comment of one teacher who indicated "they are becoming more willing to try something new and are not so afraid they will fail." In the Billings program one teacher felt the method of learning designed for the Sullivan reading materials helped greatly to increase self-confidence because of the positive reinforcement involved. That is, it allowed the youngsters to work at their own level and to achieve success; they could then try more difficult material without fear of failure.

Increased self-confidence is also illustrated by many examples of youngsters performing before the class and in the community programs. A number of teachers commented that if public performances had been tried earlier in the program it would quite likely have been almost impossible for the youngsters to speak and perform with any effectiveness.

The art and music teachers felt particularly strong about increased self-confidence in music and with new forms of art such as trying new colors and new patterns without having to have instructions or a pattern to go by. Physical education teachers commented about the increasing freedom with which youngsters were willing to try new exercises, games and activities. Learning to swim was suggested by many of the P.E. teachers as a particularly useful means of helping youngsters gain self confidence.

Adequacy of Pay Scale

There was generally very little dissatisfaction among teachers with the pay scale. However, many of the aides felt strongly that they were

working just as hard as the teachers, often longer hours, and in many cases were doing work in large part equivalent to that done by the teachers. They felt there was an inequitable relationship between the pay for the teachers and the pay for the aides. Many teachers felt the aides should receive more pay.

A small minority of teachers felt that the pay for some teachers, consultants and trainers was "ridiculously" high, and coupled this feeling with the suggestion that the school should be more "structured" with less emphasis on arts and crafts, music and swimming. The suggestion implied a feeling that money could be saved if the emphasis were put on the structured programs rather than on the activity programs. However, the majority of teachers felt otherwise.

The pay was nearly equivalent for all teachers regardless of experience. This seemed unsatisfactory to some teachers who had many years of teaching. Some change was made in this in 1970, so that experienced teachers received slightly more salary per day.

Most teachers agreed, that although the pay scale may have seemed high by local standards, the work schedule was stiff enough and the days long enough so that the pay was justified. Many of the teachers had no free periods and were very intensively involved from early in the morning until late afternoon.

In the larger school systems teachers felt the pay was somewhat inadequate because it was less than they receive during the regular school year. This was particularly true in Billings which has one of the higher base scales among schools in the state.

Teacher Feelings About Community Attitudes

A high proportion of the staff felt that a greater emphasis is needed to inform local community members about the program. Their general suspicion is that most people are not critical of the program, but neither do they know much about it. They feel that a certain proportion of the citizens in each community are more concerned about the tax money paid for support of the program than they are about opportunities afforded to the migrant youngsters.

Several teachers recommend that more public relations work be done before the program starts. Most of the criticism they have heard about the program is based on misinformation.

The teachers who have been in the program for some time generally feel that understanding and support of the program has increased since it first began. Although teachers generally feel quite positive about the medical and dental care given to the children, this is probably the least acceptable part of the program for local people. Local citizens have trouble understanding why migrant children should receive this special care when their own children in the regular school system do not.

Several teachers commented that the mobile unit could be much more successfully used for increasing local understanding of the program if use of the unit were better organized.

In one community the local citizens were very energetic in supporting the program, and showed their enthusiasm by sponsoring a Saturday evening dance with food for the migrants and the teaching staff.

There is a strong feeling on the part of a few teachers and project directors that too much money was being spent on individual specialists,

evaluators and trainers. This was viewed as an opening for serious community criticism that would not exist if more of the money were spent strictly at the local level.

It seems quite obvious that the teachers do not have a very clear picture of community attitudes since more than half were quite uncertain as to how local citizens felt. However there was a wide variation between projects, with teachers in Rosebud, Terry, and Worden feeling much less confident about community support than in the other projects.

FOOTNOTES

[1]For brief descriptions of validity and reliability of several of the sc les used for measurements on staff, see Improving Educational Assessment and an Inventory of Measures of Affective Behavior, Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1969, pp. 90, 92 and 94.

[2]To avoid the phenomenon called "effects of testing," referred to by Stanley and Campbell, Experimental and Quasi-Experimental Designs in Research, Rand McNally. 1966.

[3]Bentley, Ralph R. and Averno H. Rompel, Manual for the Purdue Teacher Opinionnaire, West Lafayette, Indiana: The University Bookstore, 1967.

[4]Among other references see Bernard Berelson and Gary A. Steiner, Human Behavior, Harcourt, Brace and World, 1964, pp. 133-235.

[5]Schnur, James O. The Synthesis of Current Research in Migrant Education, New Mexico State University, 1970, p. 7.

[6]This represents a problem throughout this evaluation effort; it would have been most helpful to have a baseline set of comparable information from last year so results from this year could be interpreted somewhat more meaningfully.

Chapter V

THE STAFF TRAINING PROGRAM

A staff training program was designed and conducted by Associates for Human Potential, under contract with the State Superintendent of Public Instruction.[1] The five phase training design was based on two general goals: (1) to evolve a "temporary system" or task team to accomplish goals determined by the state program directors, project directors, and teachers, consistent with the national objectives for the Migrant Children Program, and (2) encourage a climate that would spawn creativity and innovation within a coordinated educational system.

The Training Design

Phases I, II and III constituted the pre-service portion of the training. In a series of weekend workshops led by three trainers, Phases I-III were designed to increase staff ability to identify problems or issues, set meaningful goals, function as an effective educational team, communicate clearly and completely, trust and constructively help colleagues, solve project conflicts and other problems, and identify and utilize resources. To increase participant skills in these areas, the laboratory method of learning was employed along with other experiential learning techniques.[2] Although much of the learning was designed to take place through practical exercises, an explanatory rationale, usually in the form of a short lecture, preceded or followed the experience to help the participant assimilate the learning and transfer it to other relevant situations.

CHART V - 1

THE TRAINING DESIGN

	Focus	Participants	Time Period	Trainers
Phase I	Orientation, team building, communication skills, goal setting.	Project directors and selected staff.	One weekend	3
Phase II	Goal refinement, team building, interpersonal relations skills, communication skills, trust building, and creation of an open, constructive climate.	All project staff.	Three weekends: 3 or 4 projects per weekend.	3
Phase III	Sharing staff resources, clarification of administrative procedures, problem solving skills, role definitions, organization building.	All project staff	One weekend	3
Phase IV	On site problem solving, educational system maintenance.	All project staff: site visitations by training consultants.	Two days for each project during 2nd and 4th weeks.	3
Phase V	Evaluation of 1970 program and planning for 1971.	49 staff members, including all directors and selected additional staff.	One day: following program completion.	3

During the first three phases the participants engaged in communication skills practice, use of simulated games to practice team functioning, role playing, and team tasks in seeking consensus. A major intention of Phase III was to minimize outside directiveness of workshop leaders (or trainers) and to foster and encourage self-direction within projects; the trainers' roles were re-defined as "consultants" and "resource persons" for the project teams.

The in-service training (Phase IV) was designed to take place at the project sites on one day during the second week of the program and one day during the fourth. Each project was visited by one of the three training consultants who was prepared to assist the functioning of the project team evolved in the first three phases, in the event that there might have developed unforeseen problems which could not adequately be resolved by those directly involved. The consultant was prepared to help facilitate problem solutions to meet whatever needs were existent at the time. During these visits the consultants typically would visit the classes, interview individual personnel and children, serve as resources to departments or individuals, participate in the project activities, as well as meet with the staff to deal with problems.

Phase V was designed as a post-program, one-day, evaluation workshop attended by state directors, project administrators, the evaluation team, representative teachers, aides and nurses. The goals of Phase V were to provide direct feedback to the State Superintendent's office and project administrators, with a view toward improving future programs.

Evaluation Instruments

During the closing moments of Phases I, II and III workshops, an evaluation-reaction instrument was administered to all participants. Each participant was to rate the workshop as to adequacy of leadership, meeting their personal goals and meeting the needs of the migrant program. Participants were asked to describe the most significant experience in the training, the least significant activity, and recommended changes for re-designing the workshop. Finally, in an attempt to measure degree of involvement in the weekend workshops, participants were asked to rate themselves on how much they gained from the workshops compared with other participants.

Approximately one half way through the summer school program, all project directors, all teachers and about one third of the aides were interviewed by the evaluation team (see section on mid-program interviews in Chapter IV). To identify the long range effectiveness of the pre-program training (Phases I through III), respondents were asked if they felt the pre-service training had been helpful in the conduct of the program, what parts of the training were most helpful, and if they had observed any negative results of the training. Interviewers probed for specific illustrations and comments. Since each project site had hosted one visit from the training consultant (Phase IV), respondents were also asked if they considered the visit helpful, again with probes for specific illustration.

"The Purdue Teacher Opinionnaire" was used to measure teacher-to-teacher rapport and teacher-to-director rapport.

During the Phase III pre-service workshop, all project directors took an instrument called FIRO-B (Fundamental Interpersonal Relations Orientation - Behavior) developed by William C. Schutz.[3] FIRO-B is designed to explore the typical ways people interact with other people. The three dimensions of the FIRO theory are inclusion, control, and affection. Since the pre-service training expressed a bias for collaboration, team work, shared leadership and decision making by consensus, it was of particular interest to see how the directors as a group would score in the dimension of control, particularly in reference to the decision-making process between people.

In addition to the administration of evaluation instruments described above, the three members of the evaluation team functioned as participant-observers in all phases of the migrant program staff training and gained insights which pervade the interpretation of results.

Results

In some respects it is appropriate to analyze the results of these three phases collectively, but since there were significant differences in workshop goals, a phase-by-phase analysis is also in order.

Phase I

Phase I was attended by the State Administrators of the migrant program, all the project directors, and several experienced teachers who had made a January visit of five days to various Texas migrant schools. On the post meeting reaction form participants emphasized self-insight, increased communication skills and greater awareness of group process as the most significant learnings from the weekend training. Representative comments from participants include:

> Working with complete sincerity and openness in attempting to set goals for the program. I appreciated the lack of pressure, which usually arises during normal group meetings.
>
> Defining roles in communication; i.e., seeing myself as others see me, seeing myself as a facilitator of learning, and learning to channel positive communication.

In response to what was least significant about the weekend, participants focused on some frustration with the setting of goals for the migrant program:

> Perhaps more direction could have been an aid toward establishing necessary goals for the program.
>
> The night session (Saturday night) working on the goals (was not significant) but only because of tiredness.

One third of participants in this workshop chose not to indicate that anything was least significant, but rather suggested a feeling of general satisfaction.

When asked for suggestions in redesigning the weekend session, participants again stressed dissatisfaction with goal-setting procedures:

> The procedures by which we struggled with goals and derived them might be redesigned.
>
> 'What is a goal' might come earlier.

Toward the end of the goal-setting session, one resource person described how goals might be stated in behavioral terms. While this was helpful, it might have been more appropriate early in the session. Nevertheless, in spite of the weariness and frustration of the participants in the goal-setting session, the five goals arrived at were quite consistent with national objectives for the migrant education program and also consistent with the top priority goals of other states operating similar summer programs.[4]

Phase II

Phase II weekend workshops were attended by the staff (directors, teachers, aides, secretaries and nurses) of each project; for most of the participants this was their first training session. The first workshop was attended by staff from Billings, Hysham and Hardin; the second by Worden, Fromberg and Rosebud; and the third by Terry, Kinsey, Sidney and Glendive. As indicated by the post meeting reaction instrument, most significant learnings from these workshops were better self understanding, increased communication skills, knowledge of group process, and feelings of team work and team spirit within project groups. Some representative comments include:

> I learned or became aware that I am part of a team and am as important as the rest. I must help in making decisions as a member of the group. By learning more about myself, I can now learn more about others, their emotions, actions and behavior.
>
> Improvement of communication skills and defining and practicing the roles in a group.
>
> The final success in getting our project off the ground. This incorporated all the techniques presented as aides to team relationships.

While almost one third of the participants in all three phase II workshops could find nothing that they would call "least significant", those who did focused heavily on the simulation games and exercises used to illustrate such techniques as the consensus method of decision making, collaboration versus competition and various communication skills:

> Did not understand where our 'games' were leading us.
>
> The triad conversation, the test on making the prestige list, and the "Who Am I?' games in such length.

It seems clear from the participants' comments that they not only had some skepticism about the usefulness of the simulation games, but also either resisted or had difficulty in capturing the learnings and transferring them to the migrant program or to other practical uses. There seemed to be some need, as one participant said, "for more direct analyzing after games . . . telling us directly why we did it."

When asked for suggestions in redesigning Phase II workshops, participants suggested shorter hours and more time to work with their own project groups. But what came through most strongly was that participants wanted an advance description of the nature of the workshop, more direct information on the migrant child, and work on what they called the more "practical" problems of the summer program:

> First get down to specific goals . . . the nuts and bolts of operation . . . what others are doing and planning to do . . . more 'professional input', more specific directions.

> More emphasis on working directly with the problems of the migrant child.

> I would have been more receptive to the events of this workshop had I been better informed before I came - I came looking for specific information on my actual job with the children - not so much work on communication. The focus wasn't explained.

A look at the tabulation of results of other items on the workshop evaluation forms show that participants were very pleased with the leadership of the workshops, quite involved in the trainings, and felt they had in some respects gained significantly from the experiences. The participants were less enthusiastic in regard to the workshops having met their personal goals and the broader goals of the migrant program. Participants rating of Phase II is summarized in Table V - 1.

TABLE V - 1

RATING OF PHASE II TRAINING

Scale: 1 (poor) to 6 (excellent)	Mean Score
Adequacy of leadership	5.0
Meeting my personal goals	4.3
Meeting the needs of the Migrant Program	4.3

Three of every four participants felt that, compared to others of the group, they were more favorably disposed to this type of training than average; five participants of every six felt that among the people in their workshop, they gained "more" as compared to the others.

There was clearly a very strong feeling among most participants that they had gained significant and useful learnings from the workshop.

Phase III

Phase III was the final pre-service training for all program staff (112 people). Most significant parts of the workshop included:

Meeting within the interest groups

Project meetings and learning more about specific projects

What is being planned

The schedule

Teaching materials

Exchange and sharing of ideas

Clarification of issues

The workshop apparently relieved many of the earlier frustrations over the absence of "practical" content directly relating to the migrant program. In the words of one participant,

> We're finally getting down to the nitty gritty problems that we will encounter . . .and finally getting answers to our questions.

A newcomer to the migrant program said,

> I'm learning more what these kids are really like and what the program does in specific areas.

One quarter of the participants said the workshop program was "fine" and labeled nothing as "least significant". Most frequent objections were to the special interest groups which were termed dull and too lengthy. When asked for workshop redesigning suggestions, again about one quarter of the participants responded that they wouldn't change anything. About the same number felt that the sessions should be shortened; a few people wanted the Saturday evening session eliminated. Others wanted more general guidelines and more structured organization. Participants continued to feel that the leadership was very adequate, and that compared with any of the Phase II workshops the needs of the migrant program had been better met (see Table V - 2).

TABLE V - 2

RATING OF PHASE III TRAINING

Scale: 1 (poor) to 6 (excellent)	Mean Score
Adequacy of leadership	5.0
Meeting my personal goals	4.6
Meeting the needs of the Migrant Program	5.0

The total results demonstrate that immediate reactions to the various pre-service workshops were generally quite positive. An analysis of Phase IV results (the mid-program interviews) helps clarify which of these immediate reactions were the most lasting.

Phase IV

Phase IV was designed as two in-service "maintenance days" with each project team. Trainers had now become consultants and/or resource persons to the projects. Among other activities, the training consultants were to facilitate the projects facilitate specific problems which had developed during the operation of the summer school program.

Shortly after the first visits of consultants to the project sites, the evaluation team interviewed all directors, all teachers, and about one third of the aides, asking them about the helpfulness of the visit by the training consultant. As indicated in Table V - 3, a significant proportion did not view the first visit by the consultant as helpful, but more than half of those who responded felt the visits to have been helpful.

One-fourth of the staff did not respond to this question: many were simply uncertain, withholding judgment, or had not been sufficiently exposed to the consultant activity to form an opinion. In the Billings project particularly, the interviewer felt staff members were withholding judgment; they wanted to wait and see how things worked out.

TABLE V - 3

HAVE THE VISITS BY THE TRAINING CONSULTANTS BEEN HELPFUL?

Project	Yes	No	No Response
Billings	3	4	6
Fromberg	6	3	0
Glendive	5	1	1
Hardin	7	3	3
Hysham	2	3	2
Kinsey	3	1	2
Rosebud	7	2	0
Sidney	4	9	3
Terry	1	7	3
Worden	4	0	6
Total	42	33	26

With only one exception (Fromberg) there is a significant correlation between the directors attitude toward the visit of the training consultant and the attitude of his staff. In Glendive, Hardin, Kinsey, Rosebud and Worden, the project directors viewed the visit as helpful; those staffs also viewed the visit as helpful. In Billings, Hysham, Sidney and Terry, the project directors viewed the visit by the training-counsultant as not helpful and their staffs also viewed the visit as not helpful.

In Fromberg the director did not view the visit as helpful but his staff felt otherwise. The director did not feel his project had any

problems. Yet interviews with the Fromberg teaching staff indicated some serious concerns, particularly surrounding the director's failure to adequately share leadership with other staff members (see section on program administration later in this chapter).

In addition to negative director attitudes toward the visits by particular consultants, other issues tended to minimize the potential helpfulness of the visits. Several projects were unclear as to the purpose. In some instances the time of the consultant's arrival and schedule for the day were not emphasized by the project director in his communication with staff. Many staff personnel, particularly in Billings and Sidney, resented having to put in extra time on what they felt to be a continuation of the pre-service training about which they already had some negative feelings.

Phase V

The main goal of Phase V was to provide live, interacting feedback to the State Migrant Program staff, so as to maximize the possibilities of learning from the 1970 experience to improve future migrant programs. The one-day evaluation workshop involved about 40 people and generated a sizeable amount of data much of which is potentially useful in planning. For purposes of this section only those comments and suggestions with implications for training are considered.

Participants in the workshop focused their comments generally on the pre-service (Phases I through III) portion of the training. Comments were again placed in "most helpful" and "least helpful" categories. Sixteen people cited basic communication skills practice as most helpful

while eight felt they were least helpful. Nine people found a new awareness of group process as most helpful, while three found it least helpful. Ten comments suggested the specific content and tasks of the workshops were most helpful; fourteen comments were to the contrary. The design for the pre-service workshops was clearly a controversial issue.

Mid-Phase Interviews

Printed below are the results of questions about training from the mid-program interviews. There was still a generally positive attitude toward the pre-service training. One notable exception to this is the Sidney project which alone accounts for one half of the negative responses. A significant number of people chose not to respond to these two items. Eight people in Billings and five each in Hardin, Sidney and Worden were uncertain, indifferent or were suspending judgment.

Only three projects (Billings, Hardin and Sidney) had observed any negative results of the training. In each case this could be traced to particular personalities and how they reacted to the training. In Hardin there were a few staff people who simply saw no point and no value in anything but doing their own tasks well. In Billings one staff member pushed very hard to implement goals arising from training and antagonized other staff. In Sidney several staff members were upset by certain parts of the training and therefore reacted negatively to the total effort.

TABLE V - 4

DO YOU NOW FEEL THE PRE-PROGRAM TRAINING HAS BEEN HELPFUL IN CONDUCT OF THE PROGRAM?

Project	Yes	No	No Response
Billings	3	2	8
Fromberg	6	0	3
Glendive	5	2	0
Hardin	7	1	5
Hysham	6	0	1
Kinsey	5	0	1
Rosebud	8	1	0
Sidney	3	8	5
Terry	7	2	2
Worden	5	0	5
Total	55	16	30

Rosebud was most positive toward the pre-service training (Phases I, II and III) and the in-service training (Phase IV); the most consistently negative attitude was among the Sidney staff. There is an interesting correlation in this respect with the results of "The California Test of Personality" (see section on children's instruments). In terms of total social adjustment among the ten projects the children at Rosebud had the best adjustment scores while the children at Sidney had the poorest.

TABLE V - 5

HAVE YOU OBSERVED ANY NEGATIVE RESULTS OF THE TRAINING

Project	Yes	No	No Response
Billings	4	4	5
Fromberg	0	5	4
Glendive	0	5	2
Hardin	3	6	4
Hysham	0	5	2
Kinsey	0	5	1
Rosebud	0	9	0
Sidney	4	9	3
Terry	0	9	2
Worden	0	7	3
Total			

Another interesting comparison between these two projects arises from results of the "Purdue Teacher Opinionnaire" (see Chapter IV on teacher scales). On eight items questioning teachers about how they view their own status and professional worth, Rosebud teachers scored second from the top while the teachers at Sidney scored last. Moreover, 20 items on the "Purdue Teacher Opinionnaire" measuring satisfaction with teaching* show that during the course of the summer program, satisfaction

*"Satisfaction with teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

went up slightly in Rosebud and dropped considerably at Sidney.

The Purdue Teacher Opinionnaire

Only those results of the "Purdue Teacher Opinionnaire" which have implications for training are discussed here. The table below provides some indications as to impact of the pre-service workshop emphasis on shared leadership, team work, collaboration, and constructive openness within each project.

TABLE V - 6

TEACHER ATTITUDES

Project	PRE N=	FINAL N=	Teacher Rapport with Principal		Rapport Among Teachers	
			PRE	FINAL	PRE	FINAL
Billings	4	4	6 .00**	77.25	51.75***	49.25
Fromberg	3	2	74.33	60.00	48.00	43.00
Glendive	3	2	75.00	43.50	52.33	45.00
Hardin	3	4	7.33	71.00	43.66	49.50
Hysham	1	2	66.00*	56.00	42.00*	38.00
Kinsey	3	1	71.00	79.00*	50.00	55.00*
Rosebud	4	1	67.75	30.00*	46.25	51.00*
Sidney	4	3	64.75	77.00	47.25	52.66
Terry	3	5	50.00	66.20	40.33	48.40
Worden	1	3	76.00*	56.33	53.00*	54.66
Total (average)	29	27	65.90	64.89	47.55	48.78

*Based on responses from only one person.
**The highest score attainable on any one factor is 80.
***Highest score attainable is 56.

Teacher rapport with principal improved in Billings, Hardin, Kinsey, Sidney and Terry while it tended to decline in all other projects.[5] Following are some representative comments from teachers and aides in projects where rapport with director improved:

> Director is doing a fine job. He treats the kids as if they were his own.
>
> People are volunteering problems in staff meetings.
>
> We have a high level of communication and work together compatibly.
>
> Our director is always willing to listen. He is good to work under.

Representative comments from project staffs where teacher rapport with director failed to improve include:

> The director was very democratic at our first meeting - a dictator the second. We have little communication. We need a meeting to recall the learnings from the workshops and utilize them.
>
> Staff meetings have been run in a dictatorial fashion. Our director's managerial style needs re-examination.
>
> I have been threatened with replacement and called a lot of names.
>
> Our director makes last minute changes without consulting the staff.
>
> No one is getting along with the director. We have little organization from the director - total chaos. We have one way communication - from the director to the staff.
>
> The director makes decisions without any attempt to arrive at a consensus. He is pretty stubborn.

Generally speaking, rapport among teachers stayed intact or improved slightly during the summer. Glendive, Fromberg and Hysham saw the greatest decline in teacher-to-teacher rapport.

Comments from the mid-program interviews indicated that many of the project staffs were successfully practicing some of the techniques and skills learned in the pre-service workshops:

> We're working our problems out together. Cooperation is extremely good. We freely give suggestions - everyone is open to suggestions.
>
> I really feel a sense of working together. Everyone is willing to help the other guy if problems arise.
>
> It's much better than last year. There's less friction between teachers and more team spirit - people are cooperating very well.
>
> We are able to work out problems together. We have clear goals and a good working relationship.

Comments from projects where teacher-to-teacher rapport was falling off indicates that generally the pre-service training content was not being utilized:

> We're not giving each other much feedback - we need more organization to iron out our difficulties.
>
> We need clarification of the duties for the staff. One member appears privileged and this undercuts our morale.
>
> Sometimes I feel the teachers are competing to see if they can outdo each other.
>
> A few people who work here all year don't accept ideas of new comers; they're quick to criticize.
>
> There's not a lot of interaction between the departments. This is one thing that bothers the teachers.

FIRO-B (Fundamental Interpersonal Relations Orientation - Behavior)

The FIRO-B instrument was administered to explore the typical ways project directors felt they interacted with other people. The primary purposes of the instrument are: (1) to measure how an individual acts

in interpersonal situations, and (2) to provide an instrument that will facilitate the prediction of interaction between people. Two aspects of behavior in each of the three dimensions are assessed: the behavior an individual expresses toward others and the behavior he wants others to express toward him. Scoring ranges from 0 - 9; a low score indicates low interest or need in that area, while a high score indicates the opposite. The FIRO-B manual behaviorally defines each dimension as follows:

1. The interpersonal need for inclusion (I) is the need to establish and maintain a satisfactory relationship with people with respect to interaction, association and mutual involvement.

2. The interpersonal need for control (C) is the need to establish and maintain a satisfactory relationship with people in relation to control and power. Control behavior refers to the desire to influence the decision-making process between people.

3. The interpersonal need for affection (A) is the need to establish and maintain a satisfactory relationship with others in relation to love, affection or strong mutual respect.[6]

Because the pre-service training emphasized collaboration, shared leadership and decision making by consensus, it is of particular interest to see how the directors as a group scored in the dimension of "control."

The comparative sample at the bottom of Table V - 7 is a representative group pf 104 primary and secondary school superintendents, principals and administrators of both sexes and between the ages of 26 - 64 with jobs roughly comparable to the migrant director responsibility. Under

TABLE V - 7

TABULATION OF DIRECTORS' RESPONSES
ON FIRO-B QUESTIONNAIRE

Number of Respondents = 9

Respondent Number	Express Inclusion	Express Control	Express Affection	Want Inclusion	Want Control	Want Affection
1	4	1	7	2	6	6
2	8	4	9	9	1	9
3	5	8	2	8	2	6
4	8	7	6	4	7	5
5	7	8	6	2	3	6
6	8	8	3	5	4	4
7	6	9	7	6	4	6
8	2	5	7	1	0	9
9	9	5	9	8	3	9
	Average of Responses					
Directors	6.3	6.2	6.2	5.0	3.3	6.7
Sample	5.9	4.7	4.4	4.6	5.5	5.1

the column labeled "Expresses Control" (that is, the need to be in control), the mean score of the migrant project directors is 1.5 higher than that of the comparative sample. In the "Wants Control" column (willingness to let other people be in control), the mean score of the migrant project directors was 2.2 lower than that of the comparative sample. This means the project directors would have much more difficulty than "average"

secondary or primary school administrators in practicing shared leadership managerial styles.

The highest mean score for the directors is 6.7 in the "Want Affection" column. Further comparison of the mean scores of the two groups indicates that the Migrant Program directors have consistently higher needs in all categories except in "Want Control" (allowing others to be in charge).

There is a strong correlation between the incidence of low scores of project staff on rapport with director (on the Purdue Opinionnaire) and high scores on "need to control" from the FIRO-B results for the project director. In other terms, if the director has a high need to be in charge, he tends to develop less adequate rapport with his staff as compared to those directors who have a lower need to be in charge.

These results suggest that if high rapport between project directors and staff is considered an important value in an educational enterprise, there should be a strong effort to secure directors who are willing and able to practice shared leadership (modest need to <u>control</u> the behavior of others).

FOOTNOTES

[1]A training consultant firm, formally of Great Falls, now of Bozeman, Montana, Jerry Thrush, Executive Director, the proposal was entitled, The Pre-Service Training Proposal for Staff of the Montana Migrant Children Program. The training staff included Dr. William Pfeiffer, Director, University Associates, Indianapolis, Indiana and Dr. Robert Dyer, Director, Robert Dyer and Associates, Salt Lake City, Utah, in addition to Mr. Thrush.

[2]As evolved by the National Training Laboratories, Institute of Applied Behavioral Science.

[3]Schultz, William C. The FIRO Scales Manual. Consulting Psychologists Press, Inc., 1967.

[4]Michigan Department of Education. Handbook for Teachers of Migrant Children. Lansing, Michigan, 1970.

Schnur, James O. A Synthesis of Current Research in Migrant Education, New Mexico State University, May 1970.

[5]The Rosebud project changed directors about half way through the summer thus complicating the interpretation of their responses.

[6]Schultz, William C. The FIRO Scales Manual. Consulting Psychologists Press, Inc., 1967, pp. 4-5.

Chapter VI

THE MIGRANT PARENT

Sixty parents of children in the migrant school were interviewed to: (1) gather data about characteristics of migrant parents, including age, family size, attitudes; (2) better understand the educational aspirations parents have for their children; (3) determine the impact of the educational program on the migrant families; and (4) measure the migrant parents' knowledge of and satisfaction with the current program.

Budget and time limitations made it necessary to interview only in six areas. Because they constituted a range of project size and geographical distribution, Sidney, Glendive, Rosebud, Worden, Billings and Hardin were selected as study areas.

Parents to be interviewed were selected randomly from lists of children in the schools. A bilingual aide or teacher from the local project assisted with parents who spoke no English, since more than half of the interviews had to be conducted in Spanish. Occasionally selected parents could not be located; in these instances alternates were chosen from the same location who also had children enrolled in the local projects. The interview form was structured and very brief, so as to minimize interruption of field work.

It was noted in Cahpter I that most projects made a deliberate effort this year to encourage community and parental involvement, usually as part of an open house or "fiesta" held at the schools. A significant proportion of the parents came to these functions as did a number of local residents. All parent interviews (and all community

interviews) had been completed before any evening programs were held. Parental knowledge of the summer school educational goals and activities probably increased substantially as result of attending these special functions. Direct observation of the special programs suggests that changes in attitudes would quite likely be in a positive direction, since the presentations by staff and students were highly informative. It is also important to note that the evening teen projects and creative dramatics in the classroom conducted in the Worden, Fromberg, and Billings areas had not sufficiently evolved to be reflected in the parent interviews.

Parents were first asked what they understood to be the goals of the summer educational program. Table VI - 1 indicates the range of responses.

TABLE VI - 1

PARENTAL PERCEPTIONS OF MIGRANT PROGRAM GOALS

Response	Frequency
1. Don't know	23
2. English (reading, writing and speaking	17
3. Swimming	14
4. Arts and Crafts	12
5. General education	10
6. Recreation and Health	8
7. Music	5
8. Homemaking	5
9. Child care	4

More than one-third of the parents did not know, at this point in the summer, about the goals of the program. Of those who did have some idea, English was the most frequent response, suggesting that some migrant parents were aware of the project emphasis in the language arts. Very few respondents understand the full range of goals and courses included in the program. Ninety percent of the parents "thought" the courses and activities were what the children most needed.

Table VI - 2 summarizes what parents "liked best" about the schools.

TABLE VI - 2

PARTS OF THE PROGRAM PREFERRED BY PARENTS

Responses	Frequency
1. Everything	25
2. Child care	19
3. English (speaking, writing, reading)	13
4. General education	10
5. Swimming	9
6. Health and Recreation	8
7. Children enjoy school	7
8. Teachers are competent and friendly	7
9. Arts and Crafts	4
10. Homemaking	1

Again more than one-third of the parents felt completely satisfied with everything. The single aspect they liked best was chidd care. Parents also appreciated the help their children were getting with English.

When asked what they "liked least" about the program, more than 90% of the parents said that everything was "just fine" and they could think of nothing to criticize.

Suggestions for Program Improvement

Several parents suggested the need for adult education classes for workers or older family members. A few suggested the need for more home economics activities for older girls, such as cooking, sewing and child care. More special events for migrant adults, such as dances, programs by the children, or opportunities to get acquainted with local people, were of interest.

Within the school program there was some interest in having more stress placed on academic subjects such as arithmetic and spelling. Several parents suggested there ought to be even greater stress on improvement of English and general language ability.

However, the vast majority of parents felt the schools were doing very well as they presently operate and could think of no specific suggestions for change.

It was quite clear to the interviewers that all parents were delighted to have their younger children in the schools, almost regardless of what they learned. They felt the youngsters were much better off in school than sitting in the fields or in automobiles near the work area. Many parents were quite conscious of the limitations of their own poor education, and wanted their children to have better opportunities than themselves.

A number of parents indicated they had children in high school or in college, and were quite proud to have been able to attain this. Many

of the parents were conscious of the declining opportunities for migrant workers because of mechanization, and felt education of some sort was essential to the attaining of other jobs.

Several workers emphasized that migrant work offered real income advantages for large families, compared to opportunities near their homes in Texas. For example, a family of eight might have two youngsters in school and six working in the fields. They could earn $100 to $150 per day or up to $900 per week as a family, which is far more than would be possible at home. One such family indicated they had earned over $3,000 in the past month. Many parents therefore feel that the difficult conditions surrounding migrant work is worth the effort because it enables them to live much better during the winter months than would otherwise be possible. The summer school enhances the advantages, because it provides a constructive alternative for the smaller children, and decreases some of the most severe problems associated with the work.

Many parents indicated a good deal of optimism about the future of Mexican-American people; they are aware of the "Brown Power" movement, and recognize that leadership is developing among their own people which they hope will enable them to secure better education and more employment opportunities.

Very few parents indicated any feeling of discrimination against them by local citizens. However, they do not try to make use of many local facilities other than occasional visits to theatres or bars. There was no strong feeling of ill treatment on the occasions when they interacted with people in the communities. A few parents credited the summer schools with having a very helpful attitude in this respect.

Generally speaking their contacts with teachers and school staff were viewed as highly satisfying.

VII Characteristics of Migrant Families

(a) Personal data secured from the persons interviewed reveals some interesting statistics. The average age of the parents was 41 years. Almost half of the parents were between the ages of 41 and 50, while only seven fell between the ages of 20 and 30. The average number of years of education was 4.5. Half of the parents spoke very little or no English. Families were large; the average number of children per family was 6.5. Sixteen of the 60 families had more than nine children.

This data suggests that migrant parents in Montana are middle aged or older. The major problem suggested by the data is that those Mexican-American parents who do continue to seek employment as migrant labor in Montana have an average of 25 working years remaining before they reach the age of 65. Increased agricultural mechanization will quite likely drastically reduce the need for such labor over the next ten years. The dilemma is that these migrant laborers, with large families to support, will be poor future prospects for other forms of employment because of advancing age, lack of education, and poor mastery of English.[1]

FOOTNOTES

[1]See Appendix B, Table IX for detailed results of parental interviews.

Chapter VII

COMMUNITY REACTIONS TO THE MIGRANT PROGRAM

One objective of the evaluation process was to measure the degree of knowledge and support of the educational program in communities where summer schools were conducted. Considerations of time and budget prevented the evaluation team from interviewing community members at all ten project sites. The communities of Billings, Glendive, Hardin, Rosebud, Sidney and Worden were selected because they provided (as for parental interviews) a wide range in both size and geographical location.

Ten people in each community were interviewed, five from the town and five from the rural area. The downtown people were systematically selected and included druggists, store and cafe owners, bankers, doctors, and others who likely had some business or professional contact with migrant workers and their families.[1] The five rural residents interviewed in each community were farmers and/or their wives who employed migrant workers with children in the local summer school. Farmers were selected randomly.

The community members were asked a series of questions to discover (1) their knowledge of the migrant educational program, (2) their feelings about the program, (3) their feelings about the migrant workers, and (4) suggestions for changes to improve the program. In addition to a standard interview form administered to all community members in the sample, two supplemental forms were used alternately, The first supplement consisted of a series of six strong statements about migrants and migrant education; community members were asked if they agreed, disagreed,

or were uncertain about these statements. The second supplement consisted of a series of twelve national goals encompassing migrant educational needs; community members again were asked if they agreed, disagreed, or were uncertain about these statements. Interviewers probed extensively when respondents demonstrated particular feelings or biases and also when they claimed to have specific information about the migrant program such as how much it costs, what was being taught, or what was wrong with it.

Results

Table VII - 1 shows the responses to a question on program goals.

TABLE VII - 1

COMMUNITY PERCEPTION OF GOALS OF THE SUMMER PROGRAM FOR MIGRANT CHILDREN

Response	Frequency
1. General education	24
2. Babysitting	14
3. Don't know or haven't heard	8
4. Swimming	7
5. Health and Recreation	6
6. Gives children something to do - keeps them out of the fields	6
7. Social adjustment	5
8. Learn English	4
9. Arts and Crafts	2
10. Home economics	1
11. Inject into them our "way of life"	1
12. Coordinate with educational programs elsewhere	1

Almost all initial responses were "don't know," but when probed by the interviewer, respondents made some "guesses" as to what they understood to be the goals. A few of the farmers had visited with children of the migrant workers, and a few downtown people were friends with teachers or aides in the program; these people had the most specific knowledge about the goals and activities.

Responses to the other questions on the interview form indicate a general ignorance of migrant education among community members. Over

half of the people had no idea if the program in their area was effective; the other half believed it was but were not certain. Almost 90% of the people had no idea about the cost of the program, and those who ventured a figure admitted it was an estimate. Although there was a general feeling that the program was too expensive, over half of the people thought the accomplishments were probably valuable enough to be worth the cost: compared to other federal programs, the migrant program was a worthwhile expenditure of Federal funds.

Almost 90% of the community members said they enjoyed having the migrants in the community during the summer. Most residents said they thought the migrants felt welcomed in their communities. Seventy-five to eighty percent of the community members felt migrant workers were generally accepted in their communities as fellow citizens, with the same rights and privileges as permanent residents; they felt the migrant families were enjoying adequate health services to meet their needs. About half of the residents had no idea what other people in the community felt about the migrant program, suggesting that this was not a popular topic of local conversation.

When asked for suggested changes that would improve the program, one-third of the 61 people interviewed said that they did not know enough about the program to suggest any changes, and the remaining two-thirds offered very few suggestions for improvement of the program.

Complete results of the questions and two supplemental attitude forms are reported in the Appendix B, Tables X - XII; a few of the more interesting attitudes are discussed below. In the first supplement,

87% either agreed that "The summer education program for the migrant program will be very beneficial in the long run." Fifty-four percent of the community residents agreed that "The migrant children's summer education program does offer the type of learning experience migrant children need." Far fewer community members felt sure about the value of a migrant summer education program compared to the long range benefit of that same program. Sixty-one percent disagreed or somewhat disagreed with the statement, "Agriculture should mechanize so as to eliminate the need for summer migrant workers."

A second supplement provided residents with an opportunity to agree or disagree with national goals concerning migrant educational needs. Over 75% of the people agreed with the following national goals:

1. Equal opportunity - migrant children, youth and adults need educational programs which offer them the same opportunity for maximum development as that which is available to any other group.

2. Mastery of English - schools should provide systematic instruction in the English language, both for the children and youth who speak a different language and for those who speak non-standard English.

3. Sufficient specialized personnel - fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the program.

4. Adequate facilities and equipment - schools in the migrant areas should be supplied with facilities and equipment needed for the recommended program.

5. Attitudes favorable to success - migrant people need educational experiences planned to develop and strengthen self confidence and self direction.

6. Individualized learning programs - school programs for migrant children and youth should be based on their special needs.

7. Broadening background and interests - migrant people need compensatory experiences and activities planned to develop understandings, interests, and expressive ability.

8. Kindergarten and pre-school programs - young children of migrant families should have opportunities to attend kindergarten and pre-school programs.

9. Relevance in meaning - educational programs should be directly and immediately related to experiences, needs and goals of migrant people.

10. Identification and citizenship - educational programs should be planned to help migrant people identify with community and with the country as participating citizens.

11. Adult education - programs of adult education should be available to migrant families.

12. Cultural background - migrant families have a rich heritage in which many curricular experiences need to be drawn for all children. In appreciation of their culture should improve the self concept of the migrant children and their families.

The positive response to question three (on specialized personnel) is incongruent with the several derogatory and negative comments made about overpaid teachers (often called "glorified babysitters") and overstaffed projects in the local areas. Likewise, the response to number eight, concerning kindergarten and pre-school programs, is surprising in view of the fact that there were many negative comments made about those same programs in the local projects.

Comparing the interview results from the six communities, people living in Sidney and Hardin have the most positive attitude toward the summer programs, while those living in Worden and Glendive were most negative. The people in Hardin and Sidney were clearly the best informed as to what was going on in their local projects, suggesting that better information leads to understanding and appreciation.

FOOTNOTES

[1]The procedure in Billings was altered because the size of the city and lack of leader contact with migrant people. All interviews in the Billings area were with rural people or small town people.

Chapter VIII

DISCUSSION AND RECOMMENDATIONS

One of the most widely recognized facts about Migrant Mexican-Americans is their generally low attainment in formal schooling. Since education has long been recognized as the principle gateway to the more desirable occupations and higher income, the need to fill the schooling gap is clearly recognized as an essential effort if migrant people are to have a useful future in American society.[1] Migrant parents interviewed in this study and in other studies seem quite conscious of the impending decline in jobs for migrant workers because of mechanization. Local farmers and townspeople are similarly aware of the potential decrease in need for workers.

Evidence from this evaluation effort suggests that migrant parents, local citizens, teachers, or outside educational professionals support a sound summer educational program for migrant youngsters in the Yellowstone Valley; they agree that it is a necessary, useful investment in human resources. Without adequate education the displaced migrant worker and his family will swell the welfare roles and create a non-productive drag on the local or national economy.

The questions then become a matter of what kind of education is needed, in what quantity and quality, and at what cost. This evaluation effort was devoted to examining some of the issues related to these questions, in hopes of improving the existing program.

The introductory chapter describes the condition of the migrant people and the nature of the existing educational program. Later

chapters present the methods of evaluation and results obtained from the various measurements on youngsters in the schools and with program staff, parents and community members. The purpose of this chapter is to extract the essential findings, discuss their implications, and offer recommendations.

The data obtained on children clearly demonstrates they are less advanced than their Anglo-American counterparts academically, in personality adjustment and in social adjustment. The summer program made a significant contribution to student competence in English language communication, although with considerable variation by project.

There is also considerable evidence of success in achieving active involvement of youngsters in the total learning environment; the students generally liked the summer school, attended regularly and enjoyed the variety of experiences provided for them, again with considerable variation by project. Their is less evidence of success in significantly improving their self-concept; apparently the school environments in most of the projects did not significantly strengthen the positive feelings of youngsters about themselves.

In the language and communication dimension several factors seem to have contributed to greatest success. In Hysham and Billings new teaching materials were used (the Sullivan Series) which are quite likely related to the significant improvement of youngsters in these projects in language facility (Billings) and in word recognition and reading comprehension (Hysham). However, such materials were not used in Sidney where strong gains are evident in each language area, or in Rosebud where there was an impressive increase in language facility. Apparently

in these locations teachers were able to provide the kind of learning experience which helped youngsters make progress on the basis of intensi work on language fundamentals.

The project specialist in language arts prepared a curriculum guide for use in future programs. It seems clear that language arts teachers, and other staff members who provide experiences where English language is practiced, would benefit from intensive additional specialist help in dealing with the unique needs of the migrant youngsters who are native speakers of Spanish. Teaching English as a second language is a specialized procedure, particularly with youngsters who are highly mobile and do not benefit from the same kind of school experience available to most Americans. Migrants have tended to develop their own unique colloquialisms (i.e., what they call Tex-Mex). This results in a tendency for migrant students to be nonverbal because of their inability to communicate adequately.[2]

The youngsters in the summer program were highly verbal; they did not seem at all afraid to talk, particularly in the later weeks of the program. Their weaknesses were in the areas of vocabulary building, pronounciation, reading comprehension and other fundamental skills. However, improvement in those areas had to be accomplished in the context of a total learning environment which encourages their interest in school and willingness to work. Otherwise they are likely to be dropouts long before they have gained enough language or academic preparation to qualify for future jobs.[3]

The summer school program clearly achieved considerable success in maintaining the interest of students in school. The evidence from each

of the principle measures (California Test, Sentence Completions) indicates that most schools were successful in helping students like school, although overall there was only modest evidence of gain in satisfaction with school from program beginning to end.

It is not uncommon for enthusiasm to move from very positive in the fall to modest or total loss of enthusiasm in the spring. Summer sessions, even at the college level, are preceived by students as more tiresome and less interesting near the end of the session. Therefore, it may be a great credit to the Migrant program staff that no substantial decline in interest was observed.

Younger children were apparently much easier to work with than older students. The younger group also indicated the greatest increase in interest. Older students may have a stronger feeling of being "outcasts" from society, and therefore do not feel as welcome in school; younger children probably have not had serious experiences of rejection or discrimination in school or community, and are therefore more open to learning.[4] This means that special efforts, and special preparation for project staff may be necessary to successfully work with the older youngsters. This might best be done with the help of Mexican-American specialists who have detailed knowledge of the older migrant students.[5]

The evidence from the California test suggests that the Migrant youngsters from ages 8 through 13 are in the lower 25% of their national age group on self-concept or personal adjustment measures. This suggests a strong need for strengthening those dimensions of the summer school program which contribute to a more positive student self-concept.

Those projects which appeared most successful at self-concept building were Rosebud, Hysham, Kinsey and Glendive; these were each small projects in which there was considerable opportunity for individual attention and close teacher-student relationships. The projects which appeared to make least progress were all larger (Sidney - which had the poorest scores on the personal and social adjustment measures - Worden and Fromberg). One might infer that smaller projects with greater opportunity for individual attention contribute to greater effectiveness in self-concept strengthening. However, there was one smaller project (Terry) which did not rank high on the measures, and two larger projects (Billings and Hardin) did relatively well.

An obviously important factor related to self-concept and liking for school is the quality of the staff environment in the schools, particularly the manner in which teachers relate to students. There appears to be very little direct relationship between the measures of teacher morale (from the "Purdue Opinionaire") and the success of projects in self-concept strengthening. However, staff morale was generally high (with a program mean of 328, of a possible 400 points) and varied only modestly between projects, which could well suggest insufficient difference between projects to seriously affect the youngsters.

The teacher changes indicated from preliminary to final administration of the Purdue Opinionaire reveal several issues of importance to the functioning of the program. The clear decline in teacher rapport with directior in several of the projects seems to arise largely because of the management style of certain directors. Those projects in which rapport was lowest were directed by individuals who scored high on need for

"control" on the FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior). They also tended to function in staff meetings and in decision-making in an authoritarian manner; in other words, they failed to adequately share leadership in the view of many teachers. This issue may have been particularly problematical to teachers who felt positively about the training program, which was heavily oriented to sharing of leadership among project staff.

However, there were clear differences in the kinds of people who had rapport problems with the directors. A correlation analysis comparing a series of "Purdue Opinionaire" items with educational level of teachers, years of experience in teaching, years of experience in the migrant program, and age suggests several significant relationships.

For example, teachers with advanced education tend to have higher rapport with the director than those with less education (correlations (r)* with educational level on teacher-to-director rapport range between .30 and .40). Teachers with more experience also tend to have higher rapport with the director (r's range between .37 and .50). However, more experienced and older teachers tend to feel that students do not respect them; they also feel lack of enough "status" or "importance" in the program (r's between .34 and .42).

Apparently the younger teachers have greater difficulty with director rapport than older more experienced teachers. This suggests that younger teachers have a higher commitment to shared leadership than older teachers and may be less concerned about status. They may also have an easier

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*r = the product-moment coefficient of correlation

time getting along with the youngsters because of less "generation gap", or more recent training in how to deal effectively with the minority child.

Teachers with more experience in the Migrant program (not necessarily more teaching experience) tend to feel more strongly than newer teachers that the curriculum is inadequte ($r = .33$). Otherwise tenure in the migrant program seems to have little effect on how teachers feel towards each other or the students. One implication is that teachers having greater experience with migrant children are conscious of the needs to adapt the curriculum to meet student needs and do not feel the present curriculum is adequate. The effort in 1970 to prepare curriculum guides in each of the major subject matter areas should somewhat alleviate this problem.

Behavioral Objectives

Possibly the major problem in design of the training and conduct of the program was inadequate definition of detailed objectives for behavioral (including attitudes and knowledge) change in the children. The general goals were fairly clear but project directors and staff were not always able to translate these into the kind of behavioral objectives toward which instruction could be directed and results measured (there were several individual exceptions to this generalization). This is a difficult but immensely important issue, if the migrant program is to show clear and measurable accomplishments.[6] Well defined behavioral objectives could serve as the primary basis for planning the entire migrant education program in a much more systematic fashion than has heretofore been possible; the program could then be designed specifically to meet

the objectives.

Such a procedure would also make evaluation much more specific and empirical. Behavioral objectives should be stated in terms that define student achievement level at the beginning of the instructional period and the expected achievement level at the end. Instruments could then be designed or selected to systematically measure change from beginning to end to determine whether objectives have been met. In the final analysis this is the type of evalutaion that would be most meaningful.

If certain specific changes are expected of staff personnel through training and participation in the program, these should also be stated in behavioral terms. Measures can then be devised which will demonstrate goal achievement in a much more precise manner than was possible in 1970.

It seems of crucial importance that staff members be fully informed of the behavioral objectives and the kinds of measure that will be used to measure attainment. If staff are not informed and involved, they are likely to feel highly threatened by evaluation procedures and may distort the instructional process to meet objectives that are not defined as important.

The Project Director

The project director plays the key role in conduct of an effective migrant educational effort. This is particularly true in a short term program of this kind where there is little time for adaptation and alteration of programs through extensive staff consultation or special training. Since projects are relatively isolated from one another, many decisions must be locally. Therefore, the manner in which the director

functions in relation to other staff will have a clearcut impact on whether or not program goals are met. If the director clearly understands the goals, and has adequate preparation or special training to implement specific objectives, he can assist and help train other staff in key skills and approaches that will make goal realization easier and more effective. Since all staff are presumably hired because of abilities and interests that apply directly to quality migrant education, it is important that their ideas and abilities be taken fully into account. The empirical measurements and interviews undertaken with staff members in 1970 indicate rather forcefully that they are generally a very capable and sophisticated group; they want to be involved in decision-making.

There is abundant evidence in the literature of organizational functioning that a management or leadership style that allows for sharing of leadership functions will be most productive. This is particularly true when the staff is highly educated and has a strong commitment to professional success.[7] This suggests that project directors need to be selected who have a commitment to shared leadership, as well as a type of experience that contributes to understanding of the unique problems and needs of the migrant child. Specific program related training for the directors should re-enforce and supplement existing knowledge, interests and skills; it would be difficult and expensive to attempt any major change in these dimensions during special training efforts.

Hiring

For a short term program of this nature, hiring of already well prepared personnel is crucial. It is time consuming and expensive to

change individual staff behavior; therefore, greater investment in effective hiring procedures can modify the need for expensive training programs.

Each potential employee could be given several types of measurement instruments (described below) to determine orientation towards teaching, attitudes toward minority groups, philosophies of human nature, attitudes towards education, and possibly a specific measurement of their knowledge and understanding of the migrant in American society.

These instrumented measurements should be complimented by diagnostic interviews in which some very specific and detailed questions are asked about material in the instrumented measurements, but expanding questions to provide opportunity for expression on key issues such as discipline, program emphasis, style of teaching, and feelings about working in a project team.

Interviews with reference people who have worked with the potential employees could complement these procedures. Greater investment in the hiring process, particularly for directors, is likely to be the most effective method of improving the migrant program.

The Purdue Teacher Opinionaire was highly useful in determining specific problems and satisfactions with the various school projects and for the total program. It could be used effectively each year as an indicator of staff morale and staff definition of project functioning on issues of particular concern to staff.

The Education Scale, (I and VII), the Opinionaire on Attitudes Toward Students and the Philosophy of Human Nature Scale would be useful in the staff selection process. These instruments would help project

administrators get a clear picture of how potential staff feel about crucial educational issues; since considerable research evidence is available to indicate which attitudes, philosophies and behaviors are most likely to lead to effective teaching, the scales should help to select staff with characteristics that will contribute most effectively to sound educational procedures. This is not to suggest that staff selection be based only on results of such instruments; rather, the measurements should supplement other application and interview procedures.

Training

As an experimental training effort, the 1970 program seems to have been well received by the great majority of the staff (directors excepted). Teachers and aides tended to feel strongly that feelings and personality of the child are of critical importance and must be taken into account if the curriculum is to be successfully implemented. (see the data in Chapter IV and in the appendices on staff attitudes) One reason for the more critical attitude of the directors could arise from their orientation to organizational and curriculum aspects of the school (rather than attitudes and feelings of the children) which were not heavily emphasized in training. Research evidence supports staff attitudes, particularly with respect to minority children.[8] However, curriculum issues are obviously important as well.

The mid-program interviews and the final evaluation session (after the summer program ended) provided firm evidence that the type of training offered staff in 1970 was perceived as very helpful and appropriate. However, there was considerable feeling that an added

dimension was needed which stresses more heavily the nature, background and key characteristics of the migrant Mexican-American child. Teachers and other staff without prior experience in the Migrant program felt strongly that they needed to know more about the educational and communitation methods which would be most effective in dealing with the unique characteristics of these children.

Possibly the most satisfying addition to training might include expert consultant on Mexican-American psychological and social characteristics. Since most of the children come from Texas, someone from that area might be the most helpful.

One of the major criticisms of the training effort by participants was the inadequacy of information about specific goals for training and goals for the program. There were several efforts to establish goals prior to and during the training sessions, but these were never quite adequate. Objectives were <u>not</u> defined in terms that enabled staff members to understand clearly what was expected of them. Hence, they felt resentment towards some parts of the training effort, particularly the in-service activities at the project sites.

A particular area of the training that deserves emphasis relates to project aides. They were very much involved and generally had high praise for the training program. However, additional training dimensions could be added specifically for aides to increase their usefulness and provide a better learning experience. They feel a need to be given a clear role definition and then to receive training for that role. Several studies have examined the role aides can play in migrant programs.[9]

Some attention to results of these studies would quite likely lead to a more satisfactory training program and toward a strengthening of aide capabilities and usefulness in the schools without giving them responsibilities beyond their competence.

The training must of necessity be for relatively short duration, and probably two to three weekends in maximum. This is particularly true for a short term program since the training investment is very high for the amount of time on project site. The need for longer training should be minimized if effective hiring processes are used.

All staff should probably be paid a salary for the training period. Most staff members have regular teaching jobs. Participation in the training programs means quite a sacrifice of time and energy during a very busy part of the school year. They will quite likely be more motivated to participate effectively in the training if it is emphasized as a critical and important part of the total job, with compensation and expense payments as evidence.

Training should be geared to maximizing existing skills and strengthening knowledge and understanding in certain key areas, such as the cultural and social background of the migrant, his peculiar problems and needs, team building, and communication skills for effective interaction with the migrant children and other staff members. The learning transfer from training to project activities was criticized by many staff members; more intensive effort on a few key topics might have greater impact. The training staff should be prepared primarily to design and assist in guiding the learning process, and should understand enough

about the content of the learning so that the time available is maximally used to strengthen needed skill areas. The trainers for the 1970 program were rated very well on leadership in the workshops, but were criticized for inadequate knowledge of the needs of migrant children. It is important to note that the training staff was not hired to provide specific information on the migrant child; the state directors had hoped to bring in a Mexican-American consultant which they were not able to do.

The design of the training program should involve the project directors (who should be hired before the training program is fully designed) since it is their task to supervise and coordinate the results of training. Directors could presumably help further train their staff on the project site if they are adequately prepared to do so.

The program staff would like to know the specific training goals in advance of the workshops. They could then come prepared to deal intensively with the opportunities for realizing those goals.

Existing skills of staff people might be more fully used through techniques like the micro-university, which allows individuals with unique skills to share these with other staff who are interested in upgrading competence in particular areas.

The need for flexible but clear role definitions for all staff including directors, teachers, aides, secretaries, and nurses was emphasized at the final evaluation session. Flexibility means that a broad outline of roles should be defined but not prescriptive behavioral definitions. The precise role within

projects should be worked out between the director, his staff, and the overall project directors at the state level.

The bulk of the training must precede the implementation of the summer projects, since there is little time available during the program. Training on group process and effective team functioning might be initiated in pre-service training but further emphasized as a part of in-service training at project sites.

The special consultants in language arts and other subject matter areas felt a need for special help in consultant skills, to facilitate more effective work with the staff of various projects. This is particularly important if the teaching staff is of high quality, since they are likely to resent outsiders interferring in what they feel competent to do. Someone effectively trained as a consultant can be helpful with the most expert teacher by assisting in examination of programs and making input that is perceived as helpful rather than critical.

In-service training by visiting consultants needs to be problem oriented, staff members feel, and should deal with specific issues of real concern at the time of the visit. It should be diagnostic and based (as it was in 1970, in part) on interviews with staff members before any meetings or training sessions. If project staff are quite confident they have no serious problems, in-service training can be minimized; the visiting consultant can then concentrate constructive use of his time with projects where problems clearly exist.

Visitors to Project Sites

One of the principle complaints of many staff (directors in particular)

in the summer of 1970 was a severe overload of outside visitors. This took substantial director time, and often deprived him of the opportunity to work more effectively with the staff. It interfered in some cases with functioning of classes and other important parts of the program.

It seems very important that the official visitors be scheduled at convenient times for the projects. The director should not be expected to host all visitors. Possibly one articulate and well-trained aide could serve as a hostess and assume most of the responsibility for making certain visitors are adequately informed and their questions answered. This hostess aide might work directly with the project director in designing a good visitation for individuals coming in the projects.

Associated with this should be a clarification of the role of official visitors in advance. A short memo describing the purpose of the visit and the visitors expectiaions might be prepared and circulated to staff members. If changes are necessary the projects would appreciate information well in advance so that adequate adjustments can be made.

Public Relations and Information

The inadequccy of information at the local level about the migrant program is very clear. The interviews with local citizens and with the parents of the migrant children indicate widespread ignorance about the content, goals, and general operation of the migrant program. Hence, there is a vacuum often filled with a great deal of misunderstanding and misinformation.

Abundant copies of a clearly written information booklet, available in English and Spanish at each local program unit or project site, would

facilitate better public relations. This should be deliberately distributed to all migrant parents (in Spanish), to all farmers employing migrant workers, and to a selected list of public officials and leaders in the local community. It should be made available to the local press with recommendations for reproduction of some of the key parts. Local directors should have a considerable amount of freedom in the public relations area to do interviews, and to present radio, TV, and newspaper presentations on the operation and functioning of the program. This means that the director or one of this staff should receive some specific training in public relations.

Possibly an information and communication specialist should be hired on the state staff. The role would require him to consult with the local programs and assist the director and staff in devising an effective program to inform the local population and migrant parents about the program. The program should be factual and straight forward so that misinformation could be corrected. There was considerable feeling among some program staff that the state superintendents office was deliberately failing to divulge important information.

The mobile unit might serve as an effective information center on a much broader basis than it has heretofore. It might contain materials useful to the staff and directors, as well as to local people and migrant parents. The use of video tapes could certainly be continued but should by no means be the only emphasis by the mobile unit. If the unit were available for a specified and well-advertised time early in the program, or possibly even before the program begins, this would help set the stage and inform people early about the functioning and purposes of

the program.

Program Emphasis

The research literature on migrant education, and experience with the migrant culture generally emphasizes that the principle need of migrant people is for more effective language development, particularly speech and reading. This means that a heavy emphasis in the training program and at each project should be given to verbal language facility, word recognition, and reading comprehension.[10]

It seems clear that better materials are needed for the language arts program. Some of the materials were quite successful when they were properly used in the summer of 1970; and are included in the Language Arts Curriculum Guide prepared by the program's language arts specialist.[11]

This does not mean that the programs in art, music, crafts, physical education, and possibly other areas should be minimized. Rather a greater emphasis might be given throughout each of these curriculum areas and in field trips to the systematic development of language, reading, and general communication ability. This may be the most effective means of building the self concept, confidence, and conceptual skills of the migrant children.

To accomplish effective language learning, diagnostic testing at the beginning of the program seems essential, so that the program can be individualized in so far as possible to help each child build on his existing experience and understanding.

Quite possibly a highly effective means of emphasizing the experience component of the language arts program would be to increase emphasis on

creative drama, field trips, and discussion elements of the program.[12] Obviously the degree to which these could be used would vary with the age and grade level of the children.

The Teacher-Aide Relationship

Since the teachers and aides are in most direct contact with the children, great emphasis is needed on creating effective teacher-aide teams. This means that aides should be compensated adequately for their skills and contribution, probably receiving at least one half as much pay as the teacher.

Rather than being strictly a "servant" of the teacher, many aides feel the job should be defined so he has a functional role in the program apart from strictly teacher assistance. This means that during the training process clarification of the teacher and aide roles should be emphasized. As suggested earlier, special training apart from the regular training sessions could help aides to build some of the skills that will be essential to effective functioning as a part of the project team. This could be strengthened by in-service aide-teacher team development training.

Aides should be selected as carefully as the teachers and would like to be placed according to their particular interests and skills in so far as possible. This is a key educational opportunity for young people interested in teaching, social welfare, or other professional roles. Therefore effective involvement should be given special attention to maximize the learning opportunities for the young people. .

Strong consideration should be given to use of migrant teenagers as

project aides. This was tried during the summer of 1970 in a limited way in several projects, and generally seemed to work well (particularly in Sidney). It clearly seems worth developing, and could be incorporated as a part of an expanded vocational experience program tried experimentally in Sidney. Very serious examination of this possibility seems very much in order.

Nurses seem to be among the hardest working and the most pressed members of the staff. It would seem worthwhile to have an aide (possibly with a vocational intent to become a nurse) assigned to work with the project nurse. This could be an outstanding opportunity for in-service nurses training.

Recruiting and Parental Involvement

It is of considerable importance that parents be more fully informed about the program goals and in-school program if they are to support and encourage the youngsters work in school. This suggests need for a well trained bilingual staff member (possibly also a recruiter) to maintain contact with parents on a continuing basis. This person might serve essentially as an adult educator who does not conduct classes but attempts to personalize contact with the parents, work systematically at involving them in the school, and helps them to understand the learning experiences through which their children are going. This role might also serve as part of the public relations function since the person would have to have wide contact in the community with local citizens as well as with the migrant people. This person might also work in the vocational part of the program noted earlier, in which teenage

migrant young people would be employed as aides and would work part-time in local jobs.

Curriculum and Testing

If the program in the schools is to be able to adequately meet the individual needs of the students, there is a great need for more effective testing and placement procedures early in the program.

A consultant on testing and student placement might be needed to assist with training and implementation of such an effort. The consultant could work with preparation of the instruments before the program begins and consult with teachers and other staff during the program on how to make best use of the diagnostic testing and evaluation program.

The evaluation instruments used in 1970 were useful and helped to indicate characteristics of students and staff early and late in the program. However, each instrument was at best an indirect measure of goal attainment, since the specific desired behavioral changes were not explicitely stated. The California Personality test helped considerably to define personal and social characteristics of youngsters, and served as a good indicator of self-concept and liking for school. However, measures achievement could be developed or selected to measure self-concept and feelings about school more directly.[13]

Similarly, the sentence completion measures were useful and indicative of student attitudes and language competency but quite imprecise as measures of objective change. Both of these instruments as well as the Zip test, might be quite useful for diagnostic purposes in the very early days of the summer program. The sentence completions and language

capability measure would help teachers to design individualized learning situations for the youngsters aimed at meeting program objectives, but beginning specifically where learning help is needed.

Such an effort would also provide an in-house student evaluation program. Some standarization within and across projects would provide material for project files to be used year after year to measure progress and effectiveness of the programs.

Building the Student Self-Concept and Self-Confidence

One of the principle goals in the migrant program in 1970 was strengthening the self-concept of the young people. The measurements with the California Test suggest this was not an entirely successful effort. If self-concept/self-confidence building is to be effective, it needs some very special attention.

Research suggests that a crucial factor in building self-concept in migrant children is to thoroughly understand the cultural background of the migrant worker, and in this case the Mexican-American culture. The methods of discipline and interacting with youngsters are clearly unique in some respects as compared with American culture in general. Any effective teacher will need to understand thoroughly the nature of the migrant family and the form of discipline used in the Mexican-American culture.[14]

Research studies also suggest the powerful need for regular individualized opportunities for meaningful success with reinforcement if self-confidence and self-concept are to strengthen within the school setting.[15] Therefore a curriculum approach needs to be used which

systematically makes use of the research findings to work at building the kinds of personal and social skills that lead to confident and effective functioning in American society.

One component of this would certainly be the involvement of the youngsters in curriculum planning, rule making and school discipline, rather than leaving this entirely to the discretion of the teachers and other project staff.

Training Manuals and Materials

The state of Michigan has prepared an excellent manual for use of migrant staff and as a training device.[16] There is also an excellent report called "A Synthesis of Current Research in Migrant Education", by James O. Schnur of the Mexico State University.[17] Using these materials and the results of this evaluation the migrant administrative staff should be able to construct a very helpful manual that could be of use to teachers and aides, project staff, and other people interested in the migrant education program.

Administrative Procedures

The administrative approach used in 1970 is difficult to criticize. The program directors in the office of the Superintendent of Public Instruction made a very successful effort to decentralize responsibility and to design a training effort which would lead to strenthening of the migrant program over a number of years. This is to be commended and seems to have been highly successful as viewed by the majority of the staff working in the program. The administrative procedure begun this year should be expanded to increase involvement of directors in

planning and to make use of the input from staff in a constant readjustment of the program. There is sound basis in the literature of psychology and sociology which suggests that people will be much more commited and will work much harder in an effort, whether it is education or otherwise, in which they have influence and can be involved fully in decision processes.[18] This requirement is particularly important for creative and highly intelligent people of the kind that the migrant project presumably wants to employ in the migrant program.

The principle criticism of the state level of administration seems to have been some inadequacies in communication, scheduling, and paper work. It would seem very important to have one person on the state project staff who had the competence and commitment to the details of paper work, communication and scheduling. This may be a full-time task and should be carefully examined and defined during the very early planning process. Although the frustration of paperwork seems minor to the overall goals of the program, they are absolutely critical to effective staff relationships and to a smoothly functioning total program.

Future Evaluations

The evaluation effort in 1970 was intended to provide baseline measures on students and staff, as well as to measure program impact through instrumented measurement and direct program observation. Since no previous effort of this magnitude had been undertaken in Montana (or in other states specifically with respect to the migrant programs), it was somewhat of a pioneering effort. Instruments had to be located or

developed which would measure the existing situation at program initiation and completion.

The authors of this report are reasonably satisfied that the evaluation goals were met, although there are specific procedural and instrumentation problems that, in retrospect, seemed somewhat inadequate. All of the instruments and methods used were productive at least in part. The baseline information established using these procedures will certainly be useful to future evaluation efforts.

However, there are a variety of other evaluation approaches that might have been used, which could have been implemented with a variety of mesurement instruments. The "Purdue Opinionaire" is the only instrument that clearly is among the best available measures for detecting teacher satisfaction with the functioning of their school system.

Evaluation should be built into the migrant program each year, so as to maximize the opportunity for helpful adaptation of programs and implementation of change. It seems important that an outside consultant be involved in design of the evaluation process, assisting with establishment of methodological procedures, and in preparation of the evaluation report; a major proportion of the on-site administration of insturments, interviewing and observation might be done as well by regular employees of the Office of the Superintendent of Public Instruction. The outside consultant would provide some assurance that the procedures were adequate to avoid biases of in-house evaluators. This would seem crucial if the evaluations results are to have objective respectability.

The instruments and methods to be used should be designed in full

coordination with the behavioral change objectives which were earlier stressed as critical to effective program design, training of staff, and conduct of the program.

FOOTNOTES

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[2]Schmur, James O. A Synthesis of Current Research in Migrant Education. Las Cruces: New Mexico State University, 1970, p. 4.

[3]Ibid., p. 5.

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[5]Ibid., p. 13.

[6]Kibler, Robert J., Larry L. Barker and David Miles. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, Inc., 1970.

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[9]Schmur, Op. Cit., pp. 27-28:

Handbook for Teachers of Migrant Children, Op. Cit., p. 10-12.

[10]Schmur, Op. Cit.

[11]Starger, Karen, "Language Arts Curriculum Guide for the Montana Migrant Education Program." Office of the Superintendent of Public Instruction, Migrant Program, 1970.

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FOOTNOTES (continued)

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[15]Ibid., pp. 142-179.

[16]Handbook for Teachers of Migrant Children, Op. Cit.

[17]Schnur, Op. Cit.

[18]Bennis, Op. Cit.

Spotts, Op. Cit.

MIGRANT EDUCATION IN MONTANA:

An Assessment of the 1970 Summer Program

Appendices A, B, C

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Form A

THE PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

School_____ Date_____
month day year

Age_____ Sex_____ Highest Degree Completed_____

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

If you agree with the statement, circle "A". . . . . (A) PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" . . . . . A (PA) PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" . . . . . A PA (PD) D

If you disagree with the statement, circle "D" . . . . . A PA PD (D)

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The rest of this copyrighted material (pps. 145-150) is deleted.

EDUCATION SCALE VII

Instructions: Given below are 30 statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. Respond to each of the items as follows:

Agree Very Strongly:	+3	Disagree Very Strongly:	-3
Agree Strongly:	+2	Disagree Strongly:	-2
Agree:	+1	Disagree:	-1

For example, if you agree very strongly with a statement, you would write +3 on the short line following the statement, but if you should happen to disagree with it, you would put a -1 following it. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on.

		Code
1. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	____	33
2. The curriculum consists of subject matter to be learned and skills to be acquired.	____	34
3. The learning of proper attitudes is often more important than the learning of subject matter.	____	35
4. It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.	____	36
5. The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.	____	37
6. What is needed in the modern classroom is a revival of the authority of the teacher.	____	38
7. Teachers should keep in mind that pupils have to be made to work.	____	39
8. Schools of today are neglecting the three R's.	____	40
9. Standards of work should not be the same for all pupils; they should vary with the pupil.	____	41
10. The goals of education should be dictated by children's interests and needs, as well as by the demands of society.	____	42
11. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual.	____	43

		Code
12.	Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.	44
13.	Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children.	45
14.	Learning experiences organized around life experiences rather than around subjects is desirable in our schools.	46
15.	We should fit the curriculum to the child and not the child to the curriculum.	47
16.	Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school curriculum.	48
17.	Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.	49
18.	The healthy interaction of pupils one with another is just as important in school as the learning of subject matter.	50
19.	The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies.	51
20.	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	52
21.	True discipline springs from interest, motivation, and involvement in live problems.	53
22.	Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.	54
23.	Education and educational institutions must be sources of new social ideas.	55
24.	Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems.	56
25.	One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.	57
26.	Teachers should encourage pupils to study and criticize our own and other economic systems and practices.	58

		Code
27. Children need and should have more supervision and discipline than they usually get.	____	59
28. Schools should teach children dependence on higher moral values.	____	60
29. The public school should take an active part in stimulating social change.	____	61
30. Learning is experimental; the child should be taught to test alternatives before accepting any of them.	____	62

EDUCATION SCALE

Respondent No. _____ 9 - 10

Instructions: Given below are 20 statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. Respond to each of the items as follows:

Agree Very Strongly:	+3	Disagree Very Strongly:	-3
Agree Strongly:	+2	Disagree Strongly:	-2
Agree:	+1	Disagree:	-1

For example, if you agree very strongly with a statement, you would write +3 on the short line following the statement, but if you should happen to disagree with it, you would put -1 after it. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on.

		Code
1. The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.	_____	33
2. No subject is more important than the personalities of the pupils.	_____	34
3. Schools of today are neglecting the three R's.	_____	35
4. The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control and a teacher who is an expert supplying direction, guidance, and control.	_____	36
5. Teachers, like university professors, should have academic freedom--freedom to teach what they think is right and best.	_____	37
6. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.	_____	38
7. Teachers should encourage pupils to study and criticise our own and other economic systems and practices.	_____	39
8. The traditional moral standards of our children should not just present problems of students.	_____	40
9. Learning is experimental; the child should be taught to test alternatives before accepting any of them.	_____	41

		Code
10. The curriculum consists of subject matter to be learned and skills to be acquired.	____	42
11. The true view of education is so arranging learning that the child gradually builds up a store house of knowledge that he can use in the future.	____	43
12. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.	____	44
13. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	____	45
14. Discipline should be governed by long-range interests and well-established standards.	____	46
15. Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction.	____	47
16. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.	____	48
17. Children should be allowed more freedom than they usually get in the execution of learning activities.	____	49
18. Children need and should have more supervision and discipline than they usually get.	____	50
19. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	____	51
20. In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the ideologies of other political systems.	____	52

OPINIONNAIRE ON ATTITUDES TOWARD EDUCATION

Respondent No. _____ 9 - 10

Below are a number of statements about which teachers may have different opinions. As you read through each statement, please make a circle around "A" if you are more or less in agreement with the statement, and make a circle around "D" if you are more or less in disagreement with it. Please answer all questions.

			Code
1. Boys and girls who are delinquent are, when all is said and done, basically good.	A	D	33
2. If boys and girls are to do an adequate job of learning in school, their needs for love must be met.	A	D	34
3. It is appropriate for teachers to require an additional assignment from a pupil who misbehaves in class.	A	D	35
4. How a student feels about what he learns is as important as what he learns.	A	D	36
5. The way to handle a pupil who tells lies is to threaten to punish him.	A	D	37
6. The high school pupil who is not interested in having dates should be commended.	A	D	38
7. Education has failed unless it has helped boys and girls to understand and express their own feelings and experiences.	A	D	39
8. You should tell a child who masturbates that it leads to ruined health.	A	D	40
9. The classroom experiences that are most helpful to boys and girls are the ones wherein they can express themselves creatively.	A	D	41
10. All children should be encouraged to aim at the highest academic goals.	A	D	42
11. The child who bites his nails should be shamed.	A	D	43
12. Children outgrow early emotional experiences as they do shoes and clothes.	A	D	44

13. What boys and girls become as adults is more closely related to the experiences they have with each other than it is to mastery of specific subject matter. A D 45

14. It is more important for students to learn to work together cooperatively than it is for them to learn how to compete. A D 46

15. Some pupils are just naturally stubborn. A D 47

16. Students should be permitted to disagree with the teacher. A D 48

17. It is better for a girl to be shy and timid than "boy crazy." A D 49

18. Boys and girls should learn that most of life's problems have several possible solutions and not just one "correct" one. A D 50

19. The first signs of delinquency in a pupil should be received by a tightening of discipline and more restrictions. A D 51

20. The newer methods of education tend to standardise children's behavior. A D 52

21. Most boys and girls who present extreme cases of "problem behavior" are doing the best they can to get along with other people. A D 53

22. An activity to be educationally valuable should train reasoning and memory in general. A D 54

23. It is more important for a child to have faith in himself than it is for him to be obedient. A D 55

24. Being grouped according to ability damages the self confidence of many boys and girls. A D 56

25. Criticism of children by teachers is more effective for obtaining the desired behavior than criticism of children by others their own age. A D 57

26. All questions a student asks should be recognised and considered. A D 58

27. The pupil who isn't making good grades should be told to study harder. A D 59

				Code
28.	Children should not be permitted to talk without permission of the teacher.	A	D	60
29.	A student who will not do his work should be helped in every way possible.	A	D	61
30.	Boys and girls in the elementary school should be promoted regardless of whether they have completed the work for their grade or not.	A	D	62
31.	The teacher should lower grades for misconduct in class.	A	D	63
32.	A teacher should permit a great deal of latitude in the way he permits boys and girls to address him.	A	D	64
33.	It is a good idea to tell a pupil that he can succeed in any type of work if he works hard.	A	D	65
34.	Students will tolerate errors and even occasional injustices in a teacher who, they feel, likes and understands them.	A	D	66
35.	A teacher should accept the deficiencies and shortcomings of a student, as well as his good points.	A	D	67
36.	Each time a pupil lies his punishment should be increased.	A	D	68
37.	Boys and girls can learn proper discipline only if they are given sufficient freedom.	A	D	69
38.	If a teacher keeps school conditions exactly the same and gives all pupils an equal opportunity to respond, he has done all he can do.	A	D	70
39.	If a pupil constantly performs for attention, the teacher should see to it that he gets no attention.	A	D	71
40.	Dishonesty is a more serious personality characteristic than unsocialness.	A	D	72
41.	A great deal of misbehavior problem behvaior results from fear and guilt.	A	D	73
42.	The teacher's first responsibility in all cases of misconduct is to locate and punish the offender.	A	D	74
43.	It is better for boys and girls to talk about the things that bother them than to try to forget them.	A	D	75
44.	Most pupils need some of the natural meanness taken out of them.	A	D	76

				Code
45.	It is more important for boys and girls to be liked and accepted by their friends than it is for them to get along with their teachers.	A	D	77
46.	Teachers should answer children's questions about sex frankly and, if possible, without show of embarrassment.	A	D	78
47.	When a pupil obeys all the rules of the school, one can be sure he is developing moral character.	A	D	79
48.	When a teacher is told something in confidence by a child, he should keep the matter just as confidential as though it were entrusted to him by an adult.	A	D	80
49.	Since a person memorizes best during childhood, the period should be regarded as a time to store up facts for later use.	A	D	33
50.	Students should play a very active part in formulating rules for the classroom and the school.	A	D	34

Respondent No.: _____ 9 - 10

PHN Scale

The next section of this questionnaire is a series of attitude statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with matters of opinion.

Read each statement carefully. Then, on the separate answer sheet, indicate the extent to which you agree or disagree by recording a number on the line following each statement. The numbers and their meanings are indicated below:

If you agree strongly - record +3

If you agree somewhat - record +2

If you agree slightly - record +1

If you disagree slightly - record -1

If you disagree somewhat - record -2

If you disagree strongly - record -1

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then record the appropriate number on the answer sheet. Be sure to answer every statement.

If you find that the numbers to be used in answering do not adequately indicate your own opinion, use the one which is closest to the way you feel.

PHN Scale

		Code
1.	Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved. ____	33
2.	Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel. ____	34
3.	I find that my first impression of a person is usually correct. ____	35
4.	Our success in life is pretty much determined by forces outside our own control. ____	36
5.	If you give the average person a job to do and leave him to do it, he will finish it successfully. ____	37
6.	Nowadays many people won't make a move until they find out what other people think. ____	38
7.	Most people do not hesitate to go out of their way to help someone in trouble. ____	39
8.	Different people react to the same situation in different ways. ____	40
9.	Attempts to understand ourselves are usually futile. ____	41
10.	People usually tell the truth, even when they know they would be better off by lying. ____	42
11.	The important thing in being successful nowadays is not how hard you work, but how well you fit in with the crowd. ____	43
12.	It's not hard to understand what really is important to a person. ____	44
13.	Most students do not cheat when taking an exam. ____	45
14.	The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards. ____	46
15.	People are quite different in their basic interests. ____	47
16.	I think I get a good idea of a person's basic nature after a brief conversation with him. ____	48
17.	Most people are basically honest. ____	49

			Code
18.	It's a rare person who will go against the crowd.	____	50
19.	The typical person is sincerely concerned about the problems of others.	____	51
20.	If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.	____	52
21.	Most people have an unrealistically favorable view of their own capabilities.	____	53
22.	If you act in good faith with people, almost all of them will reciprocate with fairness towards you.	____	54
23.	Most people have to rely on someone else to make their important decisions for them.	____	55
24.	When I meet a person, I look for one basic characteristic through which I try to understand him.	____	56
25.	The average person will rarely express his opinion in a group when he sees the others disagree with him.	____	57
26.	People are unpredictable in how they'll act from one situation to another.	____	58
27.	Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.	____	59
28.	If a person tries hard enough, he will usually reach his goals in life.	____	60
29.	People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.	____	61
30.	Most people have the courage of their convictions.	____	62
31.	I find that my first impressions of people are frequently wrong.	____	63
32.	The average person has an accurate understanding of the reasons for his behavior.	____	64
33.	If you want people to do a job right, you should explain things to them in great detail and supervise them closely.	____	65
34.	Most people can make their own decisions, uninfluenced by public opinion.	____	66

			Code
35.	It's only a rare person who would risk his own life and limb to help someone else.	____	67
36.	Some people are too complicated for me to figure out.	____	68
37.	It is achievement, rather than popularity with others, that gets you ahead nowadays.	____	69
38.	It's pathetic to see an unselfish person in today's world because so many people take advantage of him.	____	70
39.	If you have a good idea about how several people will react to a certain situation, you can expect most people to react the same way.	____	71
40.	I think you can never really understand the feelings of other people.	____	72
41.	The average person is largely the master of his own fate.	____	73
42.	Most people are not really honest for a desirable reason; they're afraid of getting caught.	____	74
43.	The average person will stick to his opinion if he thinks he's right, even if others disagree.	____	75
44.	People pretend to care more about one another then they really do.	____	76
45.	Most people are consistent from situation to situation in the way they react to things.	____	77
46.	You can't accurately describe a person in just a few words.	____	78
47.	If a student does not believe in cheating, he will avoid it even if he sees many others doing it.	____	79
48.	Most people inwardly dislike putting themselves out to help other people.	____	80
49.	You can't classify everyone as good or bad.	____	33
50.	The person with novel ideas is respected in our society.	____	34
51.	If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.	____	35
52.	People are too complex to ever be understood fully.	____	36
53.	Most people have a good idea of what their strengths and weaknesses are.	____	37

		Code
54. Most people will speak out for what they believe in.	____	38
55. When you get right down to it, people are quite alike in their emotional makeup.	____	39

QUESTIONS for MIDDLE-PHASE

Morale-Team Effectiveness

1. How well do you feel your project team is functioning?

   Very well _____
   Moderately well _____
   Not so well _____

2. Are you having regular meetings to provide each other feedback?

   Daily _____
   2 or 3 times weekly _____
   Weekly _____
   Less than weekly _____

3. Do you feel like your applicable skills are being fully utilized in the project?

   Yes _____
   No _____

   Comments:

4. Specifically what are you doing to help other staff?

5. Do you feel you have adequate freedom to do the things you want to do in the program?

Yes ____
No ____

Comments:

6. What (if anything) seems to inhibit you from being as effective as you would like?

7. Have you cooperated in any way with teachers, administrators or aides from other projects?

Yes ____
No ____

In what way?

8. Have you actively used community resources in the conduct of your classes?

Yes ____
No ____

How?

9. Have you had an opportunity to meet and know any of the children's parents?

Yes _____
No _____

Can you describe the nature of this involvement or reasons for lack of involvement?

Training Effectiveness

10. Do you now feel the pre-program training has been helpful in conduct of the program?

Yes _____
No _____

How? Can you give specifics? What parts of the training do you feel were most helpful?

11. Have you observed any negative results of the training?

Yes _____
No _____

Any specific examples?

12. Have the visits by the training consultants been helpful?

Yes ____
No ____

In what ways?

Goal Realization

13. Do the children appear to be participating actively in the program?

Yes ____
No ____

Any examples:

14. Are the children making significant progress in language skills?

Yes ____
No ____

Explain:

15. Do they seem to have gained self-confidence?

Yes ____
No ____

Can you illustrate how?

16. Do the children seem to have gained increasing respect for their own cultural background?

Yes ____
No ____

How?

17. Do the children seem more able to communicate with each other and teachers than when the program started?

Yes ____
No ____

How do you mean that?

18. Do you feel the work load is greater than reasonable for the pay involved?

Yes ____
No ____

Please explain

19. Do you think the people in the community feel the educational program is worthwhile?

Yes ____
No ____

How so?

20. Can you describe what the children you work with do during a typical day? What is the schedule? How does it vary during the course of the program?

FIRO-B

William C. Schutz, Ph.D

DIRECTIONS: This questionnaire is designed to explore the typical ways you interact with people. There are, of course, no right or wrong answers; each person has his own ways of behaving.

Sometimes people are tempted to answer questions like these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave.

Some items may seem similar to others. However, each item is different so please answer each one without regard to the others. There is no time limit, but do not debate long over any item.

NAME_____

GROUP_____

DATE_____ AGE_____

MALE_____ FEMALE_____

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577 College Avenue, Palo Alto, California 94306

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EDUCATIONAL PERSPECTIVES:
EVALUATION BASELINE INFORMATION

Code

Name: _____ Telephone: _____

Address: _____ Respondent Number _____ 9 - 10

_____

Educational level:

High School	____	11
Some College	____	
Completed College	____	
Graduate Degree	____	

Fields of Study:

Undergraduate Major: _____ 12 - 13

Undergraduate Minors: _____ 14 - 15

_____

Graduate Major: _____ 15 - 16

Graduate Minors: _____ 17 - 18

Experience:

Years Teaching Experience _____ 19 - 20

Level:

Primary	____	21
Junior High	____	
High School	____	
Other:	____	

_____

Teaching Fields: _____ 22 - 23

_____ 24 - 25

Other Experience: _____ 26 - 27

_____

_____

_____

Location for Summer Migrant Children Teaching _____ 28 - 29

_____

Age	____	30 - 31
Sex	____	32

Primary Grades Kgn. to 3 form AA

CALIFORNIA TEST OF PERSONALITY

1953 Revision

Devised by
Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs

Name_____ Grade_____ (Circle one) Boy Girl
Last First Middle

School_____ City_____ Date of Test_____
Month Day Year

Examiner_____ Pupil's Age_____ Date of Birth_____
Month Day Year

TO BOYS AND GIRLS:

This booklet has some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

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Code

Project No._____ 1 - 5

Date_____ 6 - 9

Your Number_____ 10 - 12

Class_____ 13

SENTENCE COMPLETION FORM

On the lines below are some sentences that are started but are not finished. Complete each sentence to tell how you really feel. Let's try an example. Suppose the sentence reads this way:

A. Today I want to_____

_____

To complete this sentence you might write "play ball," "get a good grade," "finish my homework early so I can go to a show," or many, many other things, depending on what you really want. Here's a harder one:

B. Compared with most years, this one_____

_____

To finish this sentence you might write "didn't have as much rain," "was about the same as most years," "was more interesting for me," or many other things to tell how you feel this year was like or different from most years.

Now start with the first sentence below, telling how you really feel. Do every one. Be sure to make a whole sentance. There are no right or wrong answers. Each person will end up with a different sentence.

Code

1. Compared with most families, my family is_____

_____ 14

Code

2. Studying is_____

_____ 15

3. I learn best when_____

_____ 16

4. A nice thing about my family_____

_____ 17

5. When I grow up, I want to be_____

_____ 18

6. Some of the best things about this class are_____

_____ 19

7. My father is_____

_____ 20

8. Learning out of books is_____

_____ 21

9. If I could be someone else, I_____

_____ 22

10. When I talk about school, my mother_____

_____ 23

11. I am happiest when_____

_____ 24

Code

12. What I like to do most is_____

_____ 25

13. In class, working by myself is_____

_____ 26

14. Some of the worst things about this class are_____

_____ 27

15. A mother is nice when_____

_____ 28

16. When I talk about school, my father_____

_____ 29

17. Most of all I want to_____

_____ 30

18. In class, working with others is_____

_____ 31

19. My teacher thinks I am_____

_____ 32

20. I think this school is_____

_____ 33

21. I think my teacher is_____

_____ 34

	Code
Project No._____	1 - 5
Date_____	6 - 8
Your number_____	9 - 11
Class_____	12

MULTIPLE CHOICE SENTENCE COMPLETIONS

On this form are some sentences that are started but not finished. Below each sentence that has been started are some different ways that it might be finished. You are to put an X in front of the one that makes the sentence most true for you. There are no right or wrong answers. The way you feel about things is what counts.

Let's try an example. Suppose the sentence reads this way:

Today I want to

_____play ball.

_____get a good grade.

__X__go to a movie.

Suppose that what you want most today, of the three choices listed, is to go to a movie. To show that this is your choice, you would put an X on the line in front of the words go to a movie, as has been done in the example.

Are there any questions?

Start with the first sentence and put an X in front of the one ending that makes the sentence most true for you. Do every one. There are no right or wrong answers. This is not a test. What is right for you would not necessarily be right for somebody else. Remember, complete each sentence with only one X; that is, put an X only in front of the ending that comes closest to the way you really feel.

Code

E. My schoolwork is

_____very hard (1) 17

_____sort of hard (2)

_____sort of easy (3)

_____very easy for me (4)

F. I learn best when

_____I work by myself (1) 18

_____I work with a friend (2)

_____I work in a group (3)

G. If only teachers

_____would make us work harder (1) 19

_____wouldn't make us work so hard (2)

H. In class, working with others is

_____the best way for me to learn (1) 20

_____sometimes good, sometimes not (2)

_____not as good as working alone (3)

_____a waste of time for me (4)

I. My schoolwork is

_____very interesting (1) 21

_____interesting sometimes (2)

_____sometimes dull (3)

_____very dull and boring (4)

Code

A. My schoolwork 13

_____is a lot of fun (1)

_____is sometimes fun (2)

_____isn't much fun (3)

_____is not fun at all (4)

B. Learning from books is 14

_____very interesting (1)

_____interesting sometimes (2)

_____sometimes dull (3)

_____very dull and boring (4)

C. Studying is 15

_____a lot of fun (1)

_____sometimes fun (2)

_____not much fun (3)

_____not fun at all (4)

D. The best thing about this class is 16

_____the kids in it (1)

_____the things we learn (2)

_____recess (3)

_____the teacher (4)

_____the fun we have in class (5)

Code

J. Learning from books is

_____a good way to learn (1) 22

____good, but I can learn more in other ways (2)

_____not a very good way to learn (3)

_____not at all a good way to learn (4)

K. Studying is

_____very dull and boring (1) 23

_____sometimes dull (2)

_____interesting sometimes (3)

_____very interesting (4)

L. The worst thing about this class is

_____the kids in it (1) 24

_____the things we have to study (2)

_____the teacher (3)

_____that we almost never have fun (4)

_____that we have to stay in school too long (5)

M. I can't learn much when

_____I work by myself (1) 25

_____I work with a friend (2)

_____I work in a group (3)

N. If I should fail in school,

_____I'd try to do better (1)

_____I'd wish I had studied more (2)

_____I'd feel ashamed (3)

_____I'd quit school (4)

Code

O. In class, working with others is

_____not fun at all (1) 27

_____not much fun (2)

_____sometimes fun (3)

_____a lot of fun (4)

P. When I talk about school, my mother

_____doesn't listen (1) 28

_____sometimes listens (2)

_____listens most of the time (3)

_____is very interested (4)

Q. I learn best when

_____the teacher helps me (1) 29

_____another pupil helps me (2)

_____someone in my family helps me (3)

_____I can work it out for myself (4)

R. If I should fail in school,

_____I'd be mad at the teacher (1) 30

_____I'd be mad at myself (2)

____I'd say it was tough luck (3)

_____it wouldn't be my fault (4)

Code

O. In class, working with others is

_____not fun at all (1) 27

_____not much fun (2)

_____sometimes fun (3)

_____a lot of fun (4)

P. When I talk about school, my mother

_____doesn't listen (1) 28

_____sometimes listens (2)

_____listens most of the time (3)

_____is very interested (4)

Q. I learn best when

_____the teacher helps me (1) 29

_____another pupil helps me (2)

_____someone in my family helps me (3)

_____I can work it out for myself (4)

R. If I should fail in school,

_____I'd be mad at the teacher (1) 30

_____I'd be mad at myself (2)

____I'd say it was tough luck (3)

_____it wouldn't be my fault (4)

Code

S. I am happiest when

_____I'm with a friend (1) 31

_____I'm with my family at home (2)

_____I'm alone (3)

_____I'm in school (4)

T. In class, working with others is

_____very hard (1) 32

_____harder than working by yourself (2)

_____easier than working by yourself (3)

_____very easy (4)

U. When I talk about school, my father

_____is very interested (1) 33

_____listens most of the time (2)

_____sometimes listens (3)

_____doesn't listen (4)

V. This school

_____is my idea of a good school (1) 34

_____is O.K. but it could be better (2)

_____isn't very good (3)

_____is pretty bad--I don't like it (4)

Z I P T E S T

Montana Migrant Children Program
Center for Planning and Development
Montana State University

EL 195

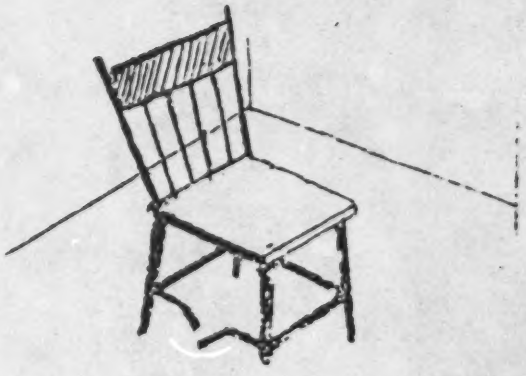
ZIP TEST

a

b

c

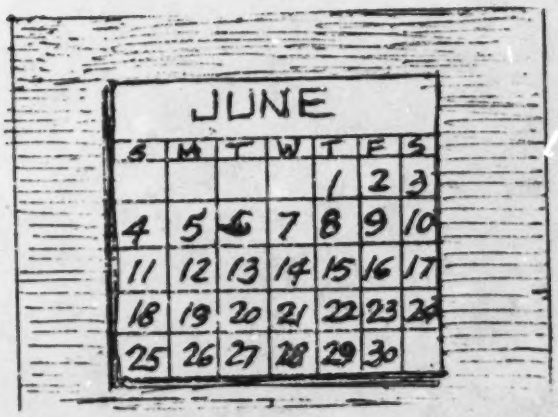
d



ZIP TEST

e

f



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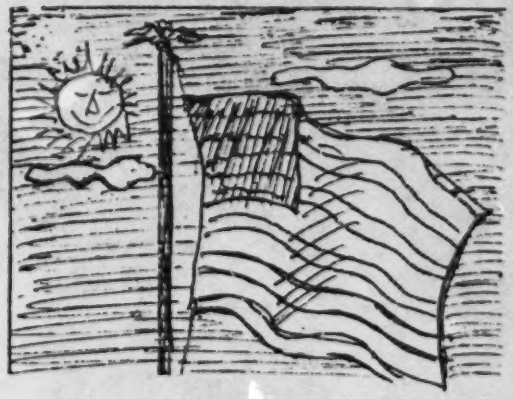
h



COME THE SEE CAN AND

FOR HERE WE THIS GREEN

BIG DOWN BLUE HAVE MAKE

CALL BUT SOME WHO EAT

AFTER FROM GIVE SOON COLD

MADE THEM WHEN ONCE ALWAYS

BECAUSE DONE GROW SMALL HOLD

EARLY SECOND BECOME CLOSE EARTH

AGAINST REALLY WHICH SHOULD HEAVY

STORY A

Juan said, "We can play at our little green house."
Roberto said, "I have a big toy that we can ride.
The toy is blue."
Juan said, "We can go down to the house.
I can play at the house."

STORY B

Father was ready to paint the truck.
Maria will help father.
He said the new color was yellow.
Maria said, "What a good color!"
Father said, "The truck will go fast to the store."

STORY C

A woman saw some lettuce on a farm. She wanted some for a picnic. The man on the tractor gave her the lettuce. She put it in her basket.

STORY D

Jose lived on a farm. He worked in the fields. Maria was his sister. She milked the cows. When Jose was done, he would play near the fence. Then the family would go to town.

STORY E

Once there was a hungry squirrel who lived in a tree. He climbed down to the ground to look for some nuts. Just then, a dog barked at him. The squirrel thought the dog was after him. So he went back up with his mouth empty.

STORY F

Ernest watched the boys finish the baseball game. He decided to play with them the next time. Suddenly he remembered that his father wanted him to carry in wood for the stove. "My," he thought, "if I should finish early tomorrow, I believe I would be able to play in the afternoon."

EVALUATION

1. On a scale from 1 - 6 rate this training with respect to:

    1. Adequacy of leadership _____
    2. Meeting my personal goals _____
    3. Meeting the requirement for the course I am in _____

2. The most significant part of the experience was:

3. The least significant part was:

4. If I were to be in charge of re-designing this session I would change:

4. As compared to others in the group I feel that I am (more) (less) favorably disposed to this type of training than "average".

5. Among the people in this session I think I gained (more) or (less) as compared to the others in this group.

    Significantly more _____
    Somewhat more _____
    Average _____
    Somewhat less _____
    Significantly less _____

Questions for Migrant Parents

1. Parents should see that their children take advantage of available education opportunities.

   Agree ____
   Somewhat agree ____
   Uncertain ____
   Somewhat disagree ____
   Disagree

2. Do you feel the courses and activities are what the children most need?

   Definitely ____
   Probably ____
   Uncertain ____
   Probably not ____
   Definitely not ____

3. What do you like best about the summer school program?

4. What do you like least about the program?

5. What changes would you suggest? (Probe) How do you feel the program could otherwise be improved?

pp 200-211 missing in original document

Data on Person Interviewed

Name:_____

Occupation:_____
(Community Members Only)

Approximate Age:_____

Sex: Male____
Female____

Years of Education_____

Speaks English: Yes____
(Parents Only) Some____
Very little____
None____

How many children do you have?_____
(Parents Only)

How many in school this summer?_____
(Parents Only)

Migrant Education Program

Questions for Community Members

E- 214

1. What do you understand to be the goals of the summer educational program for migrant children?

   (1)_____

   (2)_____

   (3)_____

   (4)_____

2. Do you feel the Educational Program for migrant children in this area is effective?

   Yes ____

   No ____

   Comments:_____

   _____

3. Do you know how much it costs per student?

   Yes ____ Amount_____

   No ____

   Comments:_____

   _____

4. Do you think it is sufficiently valuable for the children to be worth the cost?

   Definitely ____
   Probably ____
   Uncertain ____
   Probably not ____
   Definitely not ____

   Comments:_____

   _____

5. Do you think the program is a valid and worthwhile expenditure of Federal funds?

Definitely ____
Probably ____
Uncertain ____
Probably not ____
Definitely not ____

Comments: _____

_____

6. Do you feel the curriculum and activities are what the children need?

Definitely ____
Probably ____
Uncertain ____
Probably not ____
Definitely not ____

7. What changes would you suggest that would improve the program?

_____

_____

_____

_____

_____

8. Do you like having the migrant workers in the community during the summer?

Definitely ____
Somewhat ____
Uncertain ____
Probably not ____

Comments: _____

_____

9. Do you think migrant families feel welcome to participate in community services and activities?

Definitely ____
Probably ____
Uncertain ____
Probably not ____
Definitely not ____

10. Are migrant workers generally accepted in this community as fellow citizens, with the same rights and privileges as permanent residents?

Definitely ____
Probably ____
Uncertain ____
Probably not ____
Definitely not ____

11. Are adequate health services available to meet migrant families' needs?

Definitely ____
Probably ____
Uncertain ____
Probably not ____
Definitely not ____

12. Do most people in _____(town) feel the Migrant Education Program is a worthwhile project?

Definitely ____
Probably ____
Uncertain ____
Probably not ____
Definitely not ____

13. Is there anything else you would like to say about the migrant workers or the summer education program?

Supplemental Questions for Community Members

1. The summer education program for migrant children will be very beneficial in the long run.

Agree	____
Somewhat agree	____
Uncertain	____
Somewhat disagree	____
Disagree	____

2. Montana taxpayer's money should <u>not</u> be used to educate the children of migrant workers.

Agree	____
Somewhat agree	____
Uncertain	____
Somewhat disagree	____
Disagree	____

3. Agriculture should mechanize so as to eliminate the need for summer migrant workers.

Agree	____
Somewhat agree	____
Uncertain	____
Somewhat disagree	____
Disagree	____

4. The Migrant Children Summer Education Program does offer the type of learning experience migrant children need.

Agree	____
Somewhat agree	____
Uncertain	____
Somewhat disagree	____
Disagree	____

5. The greatest value of the Summer Education Program for Migrant Children is to occupy the children while their parents are out working.

Agree	____
Somewhat agree	____
Uncertain	____
Somewhat disagree	____
Disagree	____

6. Migrant children would probably learn more by working than by attending the summer education program.

Agree _____
Somewhat agree _____
Uncertain _____
Somewhat disagree _____
Disagree _____

APPENDIX B

TABLE I
California Test of Personality

PERSONAL ADJUSTMENT FACTORS		1 Self-Reliance	2 Sense of Personal Worth	3 Sense of Personal Freedom	4 Feeling of Belonging	5 Withdrawing Tendencies	6 Nervous Symptoms	7 Total Personal Adjustment
Possible Score		8	8	8	8	8	8	48
Billings	PRE N = 17	4.9	4.4	5.4	5.8	3.9	4.6	29
	FINAL N = 16	4.8	5.1	6.1	5.6	2.1	4.4	28.1
Fromberg	PRE N = 16	4.7	5.6	5.6	5.8	4.0	5.3	30.9
	FINAL N = 19	4.6	4.3	5.1	4.8	2.8	4.0	25.8
Glendive	PRE N = 8	5.3	4.3	4.9	4.5	3.5	4.1	26.5
	FINAL N = 7	4.3	5.4	6.4	5.9	3.0	2.9	27.9
Hardin	PRE N = 18	5.0	5.4	5.6	5.6	3.4	4.2	29.2
	FINAL N = 13	4.8	4.8	4.8	5.2	3.2	5.0	28.0
Hysham	PRE N = 11	4.7	5.1	5.2	6.0	3.9	4.8	29.7
	FINAL N = 9	5.3	5.1	5.1	5.0	3.7	4.9	29.1
Kinsey	PRE N = 9	4.1	5.8	6.7	5.6	3.3	4.7	30.1
	FINAL N = 3	6.3	4.7	6.0	6.0	3.0	2.3	28.3
Rosebud	PRE N = 7	4.9	5.0	6.0	5.6	2.6	3.1	27.1
	FINAL N = 5	4.2	4.8	5.0	6.8	3.0	5.4	29.2
Sidney	PRE N = 26	4.6	4.6	5.0	4.7	3.2	4.6	26.6
	FINAL N = 13	4.1	4.5	5.0	4.8	1.6	3.2	23.1
Terry	PRE N = 11	4.9	6.3	4.8	5.5	3.8	4.5	30.0
	FINAL N = 11	4.6	4.3	4.6	5.5	3.4	5.3	27.6
Worden	PRE N = 17	5.1	5.7	5.7	5.7	2.9	3.8	29.0
	FINAL N = 14	5.1	4.5	6.7	4.3	3.1	4.5	26.8
Total	PRE N = 140	4.8	5.2	5.4	5.4	3.5	4.5	28.8
	FINAL N = 110	4.7	4.7	5.3	5.2	2.8	4.3	27.0

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TABLE I (Continued)
California Test of Personality

SOCIAL ADJUSTMENT FACTORS		1 Social Standards	2 Social Skills	3 Anti-Social Tendencies	4 Family Relations	5 School Relations	6 Community Relations	7 Total Social Adjustment	8 Total Adjustment
Possible Score		8	8	8	8	8	8	48	96
Billings	PRE N = 17	5.6	5.9	4.4	5.5	6.1	5.9	33.4	62.4
	FINAL N = 16	6.3	5.6	4.6	6.1	5.4	6.1	34.1	62.1
Fromberg	PRE N = 16	5.9	6.3	5.3	5.4	6.1	6.2	35.3	66.1
	FINAL N = 19	5.4	5.0	4.8	5.6	5.3	6.5	32.6	58.4
Glendive	PRE N = 8	5.9	5.9	3.3	5.4	5.1	5.5	31.0	58.1
	FINAL N = 7	5.9	4.6	4.1	5.3	5.3	5.9	31.0	58.9
Hardin	PRE N = 18	5.4	5.8	4.5	6.3	5.8	6.1	33.9	63.1
	FINAL N = 13	6.0	5.6	5.6	5.5	5.3	5.2	33.2	61.2
Hysham	PRE N = 11	6.5	5.7	5.5	5.7	7.1	5.1	35.6	65.4
	FINAL N = 9	6.4	6.8	5.2	6.0	7.3	5.1	36.9	66.0
Kinsey	PRE N = 9	5.1	5.7	5.3	7.0	6.3	5.9	35.3	65.4
	FINAL N = 3	4.7	5.7	2.7	6.0	5.3	5.3	29.7	58.0
Rosebud	PRE N = 7	5.7	4.3	4.9	4.1	4.9	6.1	30.0	57.1
	FINAL N = 5	6.0	6.2	5.0	6.0	6.0	6.6	37.8	67.0
Sidney	PRE N = 26	6.2	5.7	5.0	5.7	6.1	5.8	34.5	61.1
	FINAL N = 13	5.8	5.0	2.9	4.7	5.5	5.5	29.4	52.5
Terry	PRE N = 11	5.5	5.6	3.8	6.4	6.5	6.5	34.4	64.3
	FINAL N = 11	5.9	5.8	4.4	5.6	6.4	7.0	35.3	62.9
Worden	PRE N = 17	5.8	6.1	4.2	5.6	6.8	6.6	35.1	64.1
	FINAL N = 14	5.7	5.7	3.9	5.9	5.9	6.5	33.7	60.5
Total	PRE N = 140	5.8	5.8	4.7	5.8	6.1	6.0	34.2	63.0
	FINAL N = 110	5.9	5.5	4.4	5.6	5.7	6.0	33.3	60.3

Multiple Choice Sentence Completions
(8 & 9 year olds)

Question	PRELIMINARY N = 63 Percent	FINAL N = 51 Percent
A. My school work		
1. is a lot of fun	71.4	58.8
2. is sometimes fun	17.5	21.6
3. isn't much fun	6.3	5.9
4. is not fun at all	4.8	13.7
E. My school work is		
1. very hard	7.9	5.9
2. sort of hard	7.9	15.7
3. sort of easy	20.6	19.6
4. very easy for me	63.5	58.8
I. My school work is		
1. very interesting	65.1	51.0
2. interesting sometimes	15.9	41.2
3. sometimes dull	12.7	5.9
4. very dull and boring	--	2.0
No Response	6.3	--
B. Learning from books is		
1. very interesting	73.0	58.8
2. interesting sometimes	17.5	21.6
3. sometimes dull	7.9	3.9
4. very dull and boring	1.6	11.8
No Response	--	3.9
J. Learning from books is		
1. a good way to learn	68.3	68.6
2. good, but I can learn more in other ways	23.8	27.5
3. not a very good way to learn	1.6	3.9
4. not at all a good way to learn	--	
No Response	6.3	--

NOTE: "Preliminary" refers to test results at the beginning of the Program. "N" refers to the number of students taking the test.

TABLE II

Multiple Choice Sentence Completion (Continued)

Question	PRELIMINARY N = 63 Percent	FINAL N = 51 Percent
C. Studying is		
1. a lot of fun	65.1	54.9
2. sometimes fun	23.8	29.4
3. not much fun	7.9	7.8
4. not fun at all	3.2	7.8
K. Studying is		
1. very dull and boring	19.0	5.9
2. sometimes dull	11.1	11.8
3. interesting sometimes	15.9	29.4
4. very interesting	47.6	52.9
No Response	6.3	--
D. The best thing about this class is		
1. the kids in it	12.7	11.8
2. the things we learn	33.3	27.5
3. recess	12.7	13.7
4. the teacher	14.3	7.8
5. the fun we have in class	25.4	39.2
No Response	1.6	--
L. The worst thing about this class is		
1. the kids in it	22.2	19.6
2. the things we have to study	25.4	27.5
3. the teacher	12.7	7.8
4. that we almost never have fun	1.6	7.8
5. that we have to stay in school too long	30.2	37.3
No Response	7.9	--
F. I learn best when		
1. I work by myself	49.2	37.3
2. I work with a friend	19.0	15.7
3. I work in a group	30.2	47.1
No Response	1.6	--

TABLE II

Multiple Choice Sentence Completion (Continued)

Question	PRELIMINARY N = 63 Percent	FINAL N = 51 Percent
H. In class, working with others is		
1. the best way for me to learn	38.1	60.8
2. sometimes good, sometimes not	12.7	17.6
3. not as good as working alone	20.6	7.8
4. a waste of time for me	25.4	13.7
No Response	3.2	--
M. I can't learn much when		
1. I work by myself	38.1	29.4
2. I work with a friend	28.6	41.2
3. I work in a group	27.0	29.4
No Response	6.3	--
O. In class, working with others is		
1. not fun at all	19.0	7.8
2. not much fun	3.2	11.8
3. sometimes fun	17.5	25.5
4. a lot of fun	54.0	54.9
No Response	6.3	--
T. In class, working with others is		
1. very hard	12.7	9.8
2. harder than working by yourself	11.1	11.8
3. easier than working by yourself	27.0	31.4
4. very easy	41.3	47.1
No Response	7.9	--
G. If only teachers		
1. would make us work harder	52.4	25.5
2. wouldn't make us work so hard	46.0	74.5
No Response	1.6	--
N. If I should fail in school		
1. I'd try to do better	38.1	51.0
2. I'd wish I had studied more	34.9	21.6
3. I'd feel ashamed	11.1	13.7
4. I'd quit school	9.5	13.7
No Response	6.3	--

TABLE II

Multiple Choice Sentence Completion (Continued)

Question	PRELIMINARY N = 63 Percent	FINAL N = 51 Percent
R. If I should fail in school		
1. I'd be mad at the teacher	4.8	5.9
2. I'd be mad at myself	58.7	33.3
3. I'd say it was tough luck	14.3	21.6
4. it wouldn't be my fault	15.9	39.2
No Response	6.3	--
P. When I talk about school, my mother		
1. doesn't listen	12.7	9.8
2. sometimes listens	17.5	17.5
3. listens most of the time	28.6	29.4
4. is very interested	34.9	43.1
No Response	6.3	--
V. This school		
1. is my idea of a good school	66.7	64.7
2. is O.K. but it could be better	19.0	13.7
3. isn't very good	3.2	19.6
4. is pretty bad--I don't like it	4.8	2.0
No Response	6.3	--
Q. I learn best when		
1. the teacher helps me	34.9	35.3
2. another pupil helps me	1.6	3.9
3. someone in my family helps me	9.5	11.8
4. I can work it out for myself	47.6	47.1
No response	6.3	2.0
S. I am happiest when		
1. I'm with a friend	11.1	15.7
2. I'm with my family at home	33.3	27.5
3. I'm alone	1.6	2.0
4. I'm in school	47.6	54.9
No Response	6.3	--

TABLE II

Multiple Choice Sentence Completion (Continued)

Question	PRELIMINARY N = 63 Percent	FINAL N = 51 Percent
U. When I talk about school, my father		
1. is very interested	42.9	37.3
2. listens most of the time	25.4	27.5
3. sometimes listens	11.1	21.6
4. doesn't listen	11.1	13.7
No Response	9.5	--

TABLE III

Group Average Scores for the
ZIP TEST
All Schools

Project		7 and 8 Year Olds		
		Language Facility	Word Recognition	Reading Comprehension
Billings	PRE N = 11	22	13	12
	POST N = 3	27.67	14.33	9.33
Fromberg**	PRE N = 17	26	16	10
	POST N = 19	28	—	—
Glendive*	PRE N =	—	—	—
	POST N =	—	—	—
Hardin	PRE N = 15	16	13	9
	POST N = 9	19	12	10
Hysham	PRE N = 9	26	15	12
	POST N = 7	28	21	16
Kinsey*	PRE N = 5	27	8	3.4
	POST N =	—	—	—
Rosebud	PRE N = 6	20	11	9
	POST N = 2	31	11.5	6.5
Sidney	PRE N = 19	16	8	2
	POST N = 12	25	22.9	15.2
Terry***	PRE N = 6	23	17	18
	POST N = 5	25.6	21.4	19.6
Worden*	PRE N = 20	26.5	12.5	8
	POST N =	—	—	—
Total	PRE N = 108	22.3	12	8.4
	POST N = 57	26.4	16.9	12.?

* No Scores Returned

** Incomplete Returns of Inadequate Administration

*** Eight Year Old Students Only

TABLE IV

OPINIONNAIRE ON ATTITUDES TOWARD STUDENTS - SELECTED RESULTS

Pre & Post Test Results

Total Pre - 51
Total Post - 54

	Question		Agree	Disagree	No Response
2	If boys & girls do an adequate job of learning in school, their needs for love must be met.	PRE	94.1%	5.9	—
		POST	98.1%	1.9	—
3	It is appropriate for teachers to require additional assignments from a pupil who misbehaves in class	PRE	9.8%	90.2%	—
		POST	20.4%	79.6%	—
4	How a student feels about what he learns is as important as what he learns.	PRE	98%	2%	—
		POST	90.7%	9.3%	—
10	All children should be encouraged to aim at the highest academic goals.	PRE	47.1%	47.1%	5.9%
		POST	38.9%	59.3%	1.9%
13	What boys and girls become as adults is more closely related to the experience they have with each other than it is to mastery of specific subject matter.	PRE	88.2%	11.8%	—
		POST	85.2%	11.1%	3.7%
14	It is more important for students to learn to work together cooperatively than it is for them to learn how to compete.	PRE	82.4%	17.6%	—
		POST	92.6%	3.7%	3.7%
18	Boys & girls should learn that most of life's problems have several possible solutions and not just one "correct" one.	PRE	100%	—	—
		POST	81.5%	14.8%	3.7%

TABLE IV

OPINIONNAIRE ON ATTITUDES TOWARD STUDENTS - SELECTED RESULTS
(Continued)

Pre & Post Test Results

	Question		Agree	Disagree	No Response
22	An activity to be educationally valuable should train reasoning and memory in general.	PRE	80.4%	19.6%	--
		POST	72.2%	24.1%	3.7%
23	It is more important for a child to have faith in himself than it is for him to be obedient.	PRE	88.2%	11.8%	--
		POST	48.1%	51.9%	--
24	Being grouped according to ability damages the self confidence of many boys and girls.	PRE	66.7%	33.3%	--
		POST	92.6%	5.6%	1.9%
26	All questions a student asks should be recognized and considered.	PRE	96.1%	3.9%	--
		POST	88.9%	7.4%	3.7%
34	Students will tolerate errors and even occasional injustice in a teacher who, they feel, likes and understands them.	PRE	98.0%	2.0%	--
		POST	88.9%	7.4%	3.7%
37	Boys and girls can learn proper discipline only if they are given sufficient freedom.	PRE	84.3%	15.7%	--
		POST	77.8%	16.7%	5.6%
38	If a teacher keeps school conditions exactly the same and gives all pupils an equal opportunity to respond, he has done all he can do.	PRE	9.8%	90.2%	--
		POST	9.3%	88.9%	1.9%

TABLE IV

OPINIONNAIRE ON ATTITUDES TOWARD STUDENTS - SELECTED RESULTS
(Continued)

Pre & Post Test Results

	Question		Agree	Disagree	No Response
43	It is better for boys and girls to talk about the things that bother them, than to try to forget them.	PRE	94.1%	5.9%	--
		POST	98.1%	1.9%	--
47	When a pupil obeys all the rules of the school, one can be sure he is developing moral character.	PRE	17.6%	80.4%	2.0%
		POST	16.7%	83.3%	--
49	Since a person memorizes best during childhood, the period should be regarded as a time to store up facts for later use.	PRE	39.2%	58.8%	2.0%
		POST	42.6%	55.6%	1.9%
50	Students should play a very active part in formulating rules for classroom and the school.	PRE	90.2%	7.8%	2.0%
		POST	96.3%	3.7%	--

TABLE V

EDUCATION SCALE
Pre & Post Test Results
Percentages

		Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly	No Response
1. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.	PRE	59.2	26.5	12.2	2.0	--	--	--
	POST	48.6	25.7	21.6	1.4	--	1.4	1.4
2. No subject is more important than the personalities of the pupils.	PRE	18.4	28.6	34.7	16.3	2.0	--	--
	POST	31.1	31.1	20.3	12.2	1.4	2.7	1.4
5. Teachers, like universities, should have academic freedom- freedom to teach what they think if right and best.	PRE	4.1	28.6	26.5	32.7	4.1	4.1	--
	POST	16.2	16.2	28.4	21.6	9.5	6.8	1.4
6. The backbone of the school curriculum is the subject matter; activities are useful mainly to facilitate the learning of subject matter.	PRE	12.2	30.6	34.7	8.2	10.2	4.1	--
	POST	8.1	31.1	32.4	14.9	9.5	1.4	2.7
9. Learning is experimental, the child should be taught to test alternatives before accepting any of them.	PRE	30.6	36.7	20.4	10.2	--	2.0	--
	POST	33.8	20.3	33.8	10.8	--	--	1.4

TABLE V
EDUCATION SCALE
Pre & Post Test Results
(Continued)

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		Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly	No Response
11. The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.	PRE	28.6	26.5	22.4	10.2	4.1	6.1	2.0
	POST	25.7	29.7	21.6	13.5	4.1	4.1	1.4
12. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of the children.	PRE	8.2	12.2	22.4	32.7	18.4	6.1	--
	POST	9.5	18.9	32.4	17.6	14.9	4.1	2.7
13. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	PRE	6.1	28.6	34.7	18.4	6.1	4.1	2.0
	POST	10.8	23.0	36.5	16.2	2.7	8.1	2.7
15. Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction.	PRE	32.7	42.9	22.4	--	--	2.0	--
	POST	28.4	21.6	35.1	8.1	2.7	2.7	1.4
16. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he's in.	PRE	51.0	18.4	18.4	4.1	6.1	2.0	--
	POST	54.1	18.9	17.6	5.4	2.7	--	1.4

TABLE V

EDUCATION SCALE
Pre & Post Test Results
(Continued)

		Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly	No Response
17. Children should be allowed more freedom than they usually get in the execution of learning activities.	PRE	14.3	24.5	38.8	12.2	6.1	4.1	--
	POST	24.3	13.5	21.6	29.7	6.8	2.7	1.4
19. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	PRE	22.4	12.2	26.5	28.6	6.1	4.1	--
	POST	21.6	17.6	40.5	12.2	2.7	4.1	1.4

TABLE VI

Education Scale VII - Attitudes Toward Education

Question	Pre N* = 59		Final N* = 56	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
3. The learning of proper attitudes is often more important than the learning of subject matter.	5.03	1.06	5.07	.90
4. It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.	5.02	.80	5.04	.90
6. What is needed in the modern classroom is a revival of the authority of the teacher.	3.29	1.24	3.15	1.42
9. Standards of work should not be the same for all pupils; they should vary with the pupil.	5.36	.89	5.16*	.81
11. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual.	5.05	1.25	4.72*	1.29
14. Learning experiences organized around life experiences rather than around subjects is desirable in our schools.	4.59	1.05	4.74	.96
18. The healthy interaction of pupils one with another is just as important in school as the learning of subject matter.	5.42	.81	5.15*	.85
21. True discipline springs from interest, motivation, and involvement in live problems.	5.32	.88	5.19	.85
22. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.	5.56	.73	5.35*	.80

*At least .20 difference

*N = Number of respondents

TABLE VII

PHN SCALE ON SELECTED ITEMS
Pre & Post Test Results

Pre: N = 54 Post: N = 75

		Percentages						
		Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly	No Response
16. I think I get a good idea of a person's basic nature after a brief conversation with him.	PRE	5.6	33.3	18.5	14.8	13.0	13.0	1.9
	POST	9.3	25.3	24.0	21.3	13.3	6.7	--
19. The typical person is sincerely concerned about the problems of others.	PRE	13.0	31.5	24.1	9.3	18.5	3.7	--
	POST	8.0	25.3	28.0	22.7	12.0	2.7	1.3
20. If I could ask a person three questions about himself (and assuming he would answer them honestly) I would know a great deal about him.	PRE	13.0	33.3	16.7	14.8	13.0	9.3	--
	POST	10.7	20.0	32.0	16.0	12.0	8.0	1.3
22. If you act in good faith with people, almost all of them will reciprocate with fairness towards you.	PRE	53.7	35.2	9.3	--	--	1.9	--
	POST	26.7	45.3	17.3	8.0	1.3	--	1.3
26. People are unpredictable in how they'll act from one situation to another.	PRE	18.5	24.1	13.0	18.5	22.2	3.7	--
	POST	14.7	22.7	25.3	18.7	10.7	6.7	1.3
27. Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.	PRE	1.9	11.1	13.0	16.7	20.4	37.0	--
	POST	4.0	6.7	13.3	24.0	25.3	25.3	1.3

TABLE VII

PHN SCALE ON SELECTED ITEMS
Pre & Post Test Results
(Continued)

236

			Percentages						
			Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly	No Response
31.	I find that my first impressions of people are frequently wrong.	PRE	12.0	18.7	14.7	33.3	10.7	9.3	1.3
		POST	22.2	22.2	11.1	16.7	24.1	3.7	--
33.	If you want people to do a job right, you should explain things to them in great detail and supervise them closely.	PRE	5.3	14.7	13.3	20.0	28.0	17.3	1.3
		POST	9.3	7.4	16.7	24.1	20.4	22.2	--
40.	I think you can never really understand the feelings of other people.	PRE	5.3	25.3	22.7	21.3	13.3	12.0	--
		POST	7.4	18.5	16.7	14.8	22.2	20.4	--
48.	Most people inwardly dislike putting themselves out to other people.	PRE	3.7	9.3	14.8	20.4	31.5	20.4	--
		POST	--	17.3	16.0	29.3	30.6	6.7	--
53.	Most people have a good idea of what their strengths and weaknesses are.	PRE	25.9	46.3	11.1	11.1	3.7	1.9	--
		POST	20.0	44.0	24.0	5.3	6.7	--	--

TABLE VIII

Tabulation of Mid-Phase Interviews

Towns	Billings	Fromberg	Glendive	Hardin	Hysham	Kinsey	Rosebud	Sidney	Terry	Worden	Total
Number of Responses	13	9	7	13	7	6	9	16	11	10	101
1. How well do you feel your project team is functioning?											
Very Well	6	7	2	10	2	4	4	15	4	9	63
Moderately Well	5	2	5	1	5	2	5	1	5	1	32
Not So Well	0	0	0	0	0	0	0	0	0	0	0
No Response	2	0	0	2	0	0	0	0	2	0	6
2. Are you having regular meetings to provide each other feedback?											
Daily	0	0	0	0	0	0	0	0	0	0	0
2 or 3 Times Weekly	0	0	2	0	0	1	0	15	0	0	18
Weekly	11	9	4	12	4	4	2	1	8	10	65
Less Than Weekly	0	0	1	0	3	0	7	0	1	0	12
No Response	2	0	0	1	0	1	0	0	2	0	6
3. Do you feel like your applicable skills are being fully utilized in the project?											
Yes	8	4	5	9	6	4	9	14	8	7	74
No	1	1	2	1	1	1	0	1	1	1	10
No Response	4	4	0	3	0	1	0	1	2	2	17
5. Do you feel you have adequate freedom to do the things you want to do in the program?											
Yes	11	9	5	11	7	5	9	13	11	8	89
No	0	0	2	2	0	1	0	1	0	1	7
No Response	2	0	0	0	0	0	0	2	0	1	5
7. Have you cooperated in any way with teachers, administrators or aides from other projects?											
Yes	3	6	5	6	2	2	6	9	7	5	51
No	3	2	2	5	3	4	3	7	4	4	37
No Response	7	1	0	2	2	0	0	0	0	1	13
8. Have you actively used community resources in the conduct of your classes?											
Yes	11	4	7	8	2	3	4	13	8	1	61
No	1	3	0	4	4	3	5	1	2	6	29
No Response	1	2	0	1	1	0	0	2	1	3	11

TABLE VIII (continued)

Tabulation of Mid-Phase Interviews

Towns	Billings	Frombera	Glendive	Hardin	Hysham	Kinsey	Rosebud	Sidney	Terry	Worden	Total
Number of Responses	13	9	7	13	7	6	9	16	11	10	101

9. Have you had an opportunity to meet and know any of the children's parents?

Yes	8	6	6	8	6	5	8	13	8	8	76
No	4	3	1	4	0	1	1	3	3	1	21
No Response	1	0	0	1	1	0	0	0	0	1	4

10. Do you now feel the pre-program training has been helpful in conduct of the program?

Yes	3	6	5	7	6	5	8	3	7	5	55
No	2	0	2	1	0	0	1	8	2	0	16
No Response	8	3	0	5	1	1	0	5	2	5	30

11. Have you observed any <u>negative</u> results of the training?

Yes	4	0	0	3	0	0	0	4	0	0	11
No	4	5	5	6	5	5	9	9	9	7	64
No Response	5	4	2	4	2	1	0	3	2	3	26

12. Have the visits by the training consultants been helpful?

Yes	3	6	5	7	2	3	7	4	1	4	42
No	4	3	1	3	3	1	2	9	7	0	33
No Response	6	0	1	3	2	2	0	3	3	6	26

13. Do the children appear to be participating actively in the program?

Yes	11	9	7	13	7	6	8	16	11	9	97
No	0	0	0	0	0	0	0	0	0	0	0
No Response	2	0	0	0	0	0	1	0	0	1	4

14. Are the children making significant progress in <u>language</u> skills?

Yes	12	9	6	8	4	4	7	12	8	8	78
No	0	0	0	0	0	0	0	0	1	0	1
No Response	1	0	1	5	3	2	2	4	2	2	22

15. Do they seem to have gained self-confidence?

Yes	12	9	7	12	5	5	9	14	10	8	91
No	0	0	0	0	0	0	0	0	0	0	0
No Response	1	0	0	1	2	1	0	2	1	2	10

TABLE VIII (continued)

Tabulation of Mid-Phase Interviews

Towns	Billings	Fromberg	Glendive	Hardin	Hysham	Kinsey	Rosebud	Sidney	Terry	Worden	Total
Number of Responses	13	9	7	13	7	6	9	16	11	10	101
16. Do the children seem to have gained increasing respect for their own cultural background?											
Yes	4	5	4	3	3	3	6	7	9	4	48
No	0	0	0	0	0	0	0	1	1	0	2
No Response	9	4	3	10	4	3	3	8	1	6	51
17. Do the children seem more able to communicate with each other and teachers than when the program started?											
Yes	11	9	7	12	5	5	9	15	11	10	94
No	0	0	0	0	0	0	0	0	0	0	0
No Response	2	0	0	1	2	1	0	1	0	0	7
18. Do you feel the work load is greater than reasonable for the pay involved?											
Yes	4	0	0	2	0	0	0	3	0	1	10
No	8	9	6	11	7	6	9	13	11	9	89
No Response	1	0	1	0	0	0	0	0	0	0	2
19. Do you think the people in the community feel the educational program is worthwhile?											
Yes	6	5	1	6	3	2	0	0	1	0	24
No	0	0	1	2	1	0	6	1	4	5	21
No Response	7	4	5	5	3	4	3	15	5	5	56

TABLE IX

Questions for Migrant Parents

Total Interviewed: 60

Question	Total #	%
1. What do you understand to be the goal of the summer educational program for your children?		
a. Don't know	4	23
b. English	5	17
c. Swimming	5	14
d. Arts & Crafts	8	12
e. Education in general	12	10
f. Recreation & Health	6	8
g. Music	3	5
h. Homemaking	5	5
i. Child care	5	4
2. Do you feel the courses and activities are what the children most need?		
a. Definitely	40	66.7
b. Probably	14	23.3
c. Uncertain	4	6.7
d. Probably not	0	0
e. Definitely not	0	0
f. No response	2	3.3
3. What do you like best about the summer school program?		
a. Everything	16	25
b. Care of children	18	19
c. English	8	13
d. Education in general	8	10
e. Swimming	9	9
f. Health	5	8
g. Children enjoy school	6	7
h. Good teachers	4	7
i. Arts & Crafts	2	4
j. Homemaking	1	1
4. What do you like least about the program?		
a. Nothing - everything good	56	
b. Not enough academic things	1	
c. Swimming	2	
d. Shames parents by giving things to children	2	
e. Other	2	

TABLE IX (continued)

Questions for Migrant Parents

Question	Total	%
5. What changes would you suggest? (Probe) How do you feel the program could otherwise be improved?		
a. None	50	
b. Would like more Home Ec	1	
c. More academic subjects	3	
d. Help parents also	3	
e. Other	9	

Data on Persons Interviewed

Age: Under 20	3	
21 - 30	4	
31 - 40	19	
41 - 50	28	
51 - 60	2	
61 & over	4	
Sex: Male	35	
Female	25	
Years of Education: 0 - 1	3	
1 - 2	11	
3 - 4	11	
5 - 6	17	
7 - 8	7	
9 & over	3	
Speak English: Yes	23	
Some	9	
Very little	9	
None	16	
How many children do you have: 1 -	4	
3	7	
5	15	
7 - 8	16	
9 or more	16	
Children in the program: one	9	
two	17	
three	13	
four	11	
five	5	
six	3	
more	1	

TABLE X

Questions for Community Members

Total Interviewed: 61

Question	Total	%
1. What do you understand to be the goals of the summer educational program for migrant children?		
a. Education in general	24	
b. Babysitting	14	
c. Don't know or haven't heard	8	
d. Swimming	7	
e. Health - Recreation	6	
f. Gives children something to do - keeps them out of the fields	6	
g. Social adjustment	5	
h. Learn English	4	
i. Arts & Crafts	2	
j. Home Economics	1	
k. Inject into them our way of life	1	
l. Coordinate with educational programs elsewhere	1	
2. Do you feel the Educational Program for migrant children in this area is effective?		
a. Yes	28	45.9
b. No	4	6.6
c. No Response	29	47.5
3. Do you know how much it costs per student?		
a. Yes	5	8.2
b. No	51	83.6
c. No Response	5	8.2
4. Do you think it is sufficiently valuable for the children to be worth the cost?		
a. Definitely	19	31.1
b. Probably	13	21.3
c. Uncertain	18	29.5
d. Probably not	3	4.9
e. Definitely not	5	8.2
f. No Response	3	4.9

TABLE I (continued)

Questions for Community Members

Question	Total	%
5. Do you think the program is a valid and worthwile expenditure of Federal funds?		
a. Definitely	20	32.8
b. Probably	12	19.7
c. Uncertain	10	16.4
d. Probably not	4	6.6
e. Definitely not	2	3.3
f. No response	13	21.3
6. Do you feel the curriculum and activities are what the children need?		
a. Definitely	8	13.1
b. Probably	12	19.7
c. Uncertain	27	44.3
d. Probably not	1	1.6
e. Definitely not	0	0
f. No response	13	21.3
7. What changes would you suggest that would improve the program?		
a. Don't know - need more information	22	
b. More communication with parents	2	
c. No need for free stuff	1	
d. Too short a time	2	
e. More emphasis on English	2	
f. Etc.	12	
g. Vocational emphasis	2	
8. Do you like having the migrant workers in the community during the summer?		
a. Definitely	41	67.2
b. Somewhat	10	16.4
c. Uncertain	4	6.6
d. Probably not	0	
e. No response	6	9.8
9. Do you think migrant families feel welcome to participate in community services and activities?		
a. Definitely	13	21.3
b. Probably	24	39.3
c. Uncertain	10	16.4
d. Probably not	10	16.4
e. Definitely not	1	1.6
f. No response	3	4.9

TABLE X (continued)

Questions for Community Members[1]

Question	Total	%
10. Are migrant workers generally accepted in this community as fellow citizens, with the same rights and prvileges as permanent residents?		
a. Definitely	19	31.1
b. Probably	27	44.3
c. Uncertain	3	4.9
d. Probably not	5	8.2
e. Definitely not	4	6.6
f. No response	3	4.9
11. Are adequate health services available to meet migrant families' needs?		
a. Definitely	31	50.8
b. Probably	18	29.5
c. Uncertain	6	9.8
d. Probably not	3	4.9
e. Definitely not	0	0
f. No response	3	4.9
12. Do most people in_____(town) feel the Migrant Education Program is a worthwhile project?		
a. Definitely	6	9.8
b. Probably	14	23.0
c. Uncertain	29	47.5
d. Probably not	5	8.2
e. Definitely not	2	3.3
f. No response	5	8.2
13. Is there anything else you would like to say about the migrant workers or the summer education program?		
a. Against free health care	2	
b. Only a babysitting service	1	
c. Has helped them make progress	1	
d. Costs too much	2	
e. Good idea	3	
f. Need better public relations work with community	2	
g. Need more information	2	
h. Children enjoy program	4	
i. Etc.	13	
j. Against completely	1	

APPENDIX C

THE MONTESSORI METHOD

The Montessori method is designed to help each child develop and grow physically, mentally, and emotionally through the use of the special materials. It was used with a group aged 3 to 5 in the Billings project.

There is an objective behind the use of every piece of material to help the child in a direct or indirect way with his development. When using the materials, every problem is isolated and the child has only one difficulty to master at a time. In this way, the child succeeds at the very beginning and so builds his self-confidence.

The materials come under four central groups:

1. Practical life exercises
2. Sensorial
3. Math
4. Language

Practical Life Exercises

Practical life exercises deal mainly with teaching the child skills to help him in taking care of himself and his environment. They include sweeping, polishing shoes, brushing teeth, combing hair, sewing, painting, cutting, folding, and the use of several dressing frames.

For instance, when the child is using the dressing frames (tying, buttoning, buckling) he is helping himself to master small problems that can be frustrating to a child in the adult oriented world.

Sensorial

The children work with cylinder blocks, pink tower, brown stair, colors, and sorting coins and grams according to sizes and shapes. By working with these materials the child becomes aware of colors, shapes, and sizes.

Math

Through the use of the sandpaper numerals, the child makes use of tactile sense by tracing his fingers along the numerals, written in sandpaper. Rods, spindle boxes, cards and counters are used to teach the child how to associate the quantities with the corresponding numerals.

Language

Sandpaper letters are used for teaching the phonetic sounds of the letters. Matching pictures and language cards are also used. The children are encouraged to write their names, letters, numbers, and words. To increase their vocabulary, conversations and descriptions of pictures are encouraged.

The child receives individual attention while working. They progress at their own rate and all work on different exercises. After completing the exercises and enjoying the experiences, the child is taught the language associated with each piece of material in the room, eg. cube, prism, small, large.

English was used at all times and the youngsters seemed to understand it quite well. During the first week, they may be reluctant to choose their own work, but as the program develops they become more

self-motivated. They develop respect for each other and each other's work. Those who are very shy and withdrawn begin overcoming their shyness and taking a more active part in the activities.

SULLIVAN READING PROGRAM

Dr. M. W. Sullivan

Developed after extensive research and testing under a Carnegie Foundation grant to isolate significant problem areas, Dr. M. W. Sullivan's Reading Program is successfully teaching many to read who were formerly considered "hopeless." Linguistically structured to present the student with consistent development of sound and word recognition, the program can be started with a student who has not yet even mastered the alphabet. Over 1,000,000 students will be using the program this year.

The student must first discover that the letters of the alphabet have "names," and also that the sounds with which he is already familiar have symbols. He can then begin to associate these sounds with written symbols and relate them to words. During research studies on the Sullivan Reading Program, the children themselves indicated clearly that they could best understand new letters and words when they were presented in a one-to-one relationship with an illustration that provided direct clues to word meaning.

Another key skill required by the reading student is the ability to recognize small differences in similar words, for instance the difference between "pin" and "pan". The Sullivan Reading Program is specifically designed to develop this discrimination right from the beginning.

Program Objectives

At the end of Series 1 -- upon the completion of Books A, B, C, D, and Texts 1, 2, 3, 4 -- the student has a perfect familiarity with the short vowels, all the individual consonants, and all the important initial and final clusters of two and three consonants. He has a spelling and writing vocabulary of 750 words, and his knowledge of English sound-letter relationships permits him to read thousands of other regular words. Following logically and sequentially onward from Series 1 are Series 2, 3, 4, and 5, sixteen additional books where the complexity of the sound-symbol relationship is gradually increased and polysyllabic words and more complex sentences are introduced.

Your reading students will find that the organized, sequential, "involving" aspects of the Sullivan Reading Program offer them opportunities for learning success they may not have previously enjoyed. Many of them will sense for the first time the accomplishment of learning--and this will bring them a new, happier, more productive attitude toward school, their studies, and their teachers. Readers accompany the textbooks to provide enrichment and additional reading experience in story format. These readers are carefully coordinated with the vocabulary presented in their accompanying textbooks.

Logical, sequential approach with carefully prepared illustrations in both the programmed texts and the correlated readers makes them interesting and appropriate for children, youths, and adults. The program was tested, and has been used since publication, with problem readers at many age levels. The placement examination acts diagnostically to assign each individual student to the precise point in the learning sequence where he needs assistance.